Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/catalogueannoun191617ward

FIDELITY HALL SOUTH FRONT FOUNDERS' HALL

ORIGINAL BUILDINGS AND PART OF THE CAMPUS, WARD-BELMONT

CATALOGUE AND ANNOUNCEMENT

OF

The Ward-Belmont School

For Girls and Young Women

THE UNION OF

Belmont College

FOUNDED BY

MISS IDA E. HOOD AND MISS SUSAN L. HERON

1890

TWENTY-SEVENTH YEAR

AND

Ward Seminary

FOUNDED BY

WILLIAM E. WARD, D.D.

1865

FIFTY-SECOND YEAR

BELMONT HEIGHTS

NASHVILLE, TENNESSEE

U. S. A.

1916-1917

Calendar, 1916-1917

Opening and Organization
September 20, 1916, 10 A.M.

Thanksgiving Day
November 30, 1916

Christmas Vacation
December 20, 1916, to January 3, 1917

Founders' Day
April 24, 1917

Baccalaureate Sermon
May 27, 1917

Reception to Alumnæ and Graduating Classes
May 29, 1917

Class Day
May 30, 1917

School Promenade and Park Exercises
May 30, 1917

Commencement Day
May 31, 1917

Table of Contents

	PAGE
Admission of Students to Literary Courses	38
Art, School of	45
Buildings and Equipment	16
Campus	14
Charges and Terms	66-69
Classification	42
Climate and Health	15
Courses Leading to the Ward-Belmont Classical and the Ward-Belmont General Diplomas	39
Courses of Study, Liberal Arts	23
Domestic Science and Domestic Art	58-60
Dress and Household Articles	19
Excursions	20
Expenses	66-69
Expression, School of	43
Faculty	17
Graduation in Classical, General, and College Preparatory Courses	42
Historical Sketch	13
Home Economics	58
Home Life	18
Lectures and Entertainments	19
Liberal Arts and Sciences, Course of Study	25
English, History, History of Art	25-29
Economics and Sociology	29
Latin, Greek, French, German, Spanish	30-33
Mathematics	34
Chemistry, Physics, Biology	36, 37
Psychology, Biblical History and Literature	37, 38
Matriculates, 1915-1916	70-75
Music, Conservatory of	47
Counterpoint, Form and Composition	57
Ear Training	58
History and Appreciation of Music	56
Requirements for Certificates in Piano, Voice, Violin, Organ	48-52
Requirements for Graduation in Piano, Voice, Violin, Organ	52-56
Theory and Harmony	56, 57
Nashville and Its Attractions	13
Physical Education	60
Playground Supervision	61
Normal Course	62
Points, Credits	39
Points of Interest to Parents	63
References	21
Religious Activities	18

Board of Directors

President
J. D. BLANTON
Twenty years President of Ward Seminary

Secretary
WILLIAM E. WARD
Son of the Founder of Ward Seminary and Member of the firm of Baird-Ward

IDA E. HOOD
Twenty-three years President of Belmont College

SUSAN L. HERON
Twenty-three years Secretary of Belmont College

GEORGE W. KILLEBREW
Phosphate Manufacturer, Banker, and Capitalist

LESLIE CHEEK
C. T. Cheek & Sons, Wholesale Grocers

UNITED STATES SENATOR W. R. WEBB
Principal of Webb School

JOHNSON BRANSFORD
President of the Bransford Realty Company

V. I. WITHERSPOON
Vice President of the State Bank and Trust Company

N. P. LESUEUR
Cashier of the American National Bank

EUSTICE A. HAIL
Vice President of the American National Bank

Executive Committee of the Board of Directors

EUSTICE A. HAIL **LESLIE CHEEK**

J. D. BLANTON

GEORGE W. KILLEBREW

Faculty of Instruction and Administration

J. D. BLANTON
President

LELIA D. MILLS
Principal Home Department

MRS. J. D. BLANTON
Assistant Principal Home Department

FRANCES BUCHANAN
Assistant Principal Home Department

MRS. SOLON E. ROSE
Assistant Principal Home Department

JENNIE TAYLOR MASSON
Registrar

M. E. NELLUMS
Bursar

ESTELLA G. HEFLEY
Presiding Teacher

RICHARD G. COX, A.M.
Dean

ANNA LOUISE MINICH
Biblical History and Literature
Pd.B. Hartford School of Religious Pedagogy

OLIVE CARTER ROSS
English, Art History
A.B. University of Nashville; Special Student Vanderbilt University; A.M. Columbia University

BERTHA CORNELIA NORRIS
English, Latin
A.B. and A.M. Bryn Mawr College; Special Student Yale University

THEODORA COOLEY SCRUGGS
English, History
A.B. Wellesley College; Special Student Chicago University; Student of Literature and History in Europe

SARAH CLARKE TURNER
English
A.B. Goucher College; Graduate Student Chicago University and Columbia University

LUCY B. THOMAS
English
A.B. University of Kansas; A.M. Columbia University

REBECCA BAXTER GILKESON
History, Sociology
Ph.B. and A.M. University of Chicago; Graduate Student Chicago University and Harvard University

ESTELLA G. HEFLEY
Psychology and Child Study
A.B. Randolph-Macon Woman's College; Special Student Columbia University

MARTHA ANNETTE CASON
Latin
A.B. University of Chicago; Graduate Student Columbia University

HELEN THACH
Latin, History
Special Student Chicago University

RICHARD GARFIELD COX
Mathematics
A.B. Hiram College; A.M. Columbia University; Graduate Student University of Chicago

MARY LAURA SHEPPE
Mathematics
Graduate Peabody College; Special Student University of Chicago and Harvard University

W. H. HOLLINSHEAD
Chemistry
Ph.G. and D.Sc. Vanderbilt University

WOODALL HOGAN
Assistant in Chemistry
B.S. and M.Sc. Vanderbilt University

NANNIE M. LEWIS
Physics, Biology
B.S. Vanderbilt University; Special Student University of Chicago

ELISA CUENDET
French
Diploma from College Vinet, Lausanne

GERMAINE FREDERIKKA SANSOT
French
College de Bagnares de Bigorre, Universite de Lille, Universite de la Sorbonne

LAURE MARIE SCHOENI
French
Ecole Secondaire, St. Imier, Switzerland; Special Student University of Missouri and University of Chicago

MARGARET ROBERTSON HOLLINSHEAD
German
B.S. and M.A. Vanderbilt University

GEORGE PETERSON WINTON
Spanish
M.S. Vanderbilt University

LILLIAN WATKINS
Intermediate School
L.I. Peabody College; A.B. University of Nashville; Graduate Student Columbia University

VIVIAN WATKINS
Intermediate School
L.I. Peabody College; A.B. University of Nashville; Graduate Student Columbia University

ANNE CAVERT
Elementary School
Student of Primary Methods, University of Colorado and George Peabody College for Teachers

PAULINE SHERWOOD TOWNSEND
Director School of Expression
Graduate New England Conservatory and Postgraduate Boston School of Expression; Special Courses in New York, Chicago, and Boston

HARRYETT M. KEMPTON
Expression
Graduate and Postgraduate Boston School of Expression

EMMA I. SISSON
Director School of Physical Education
Graduate Sargent School for Physical Education and of Gilbert Normal School for Dancing

CATHERINE E. MORRISON
Physical Training, Athletics, Swimming
Diploma from Posse Gymnasium, Boston; Special Student Chaliff School, New York

LAURA M. HILL
Assistant Athletics, Swimming
Special Student George Peabody College for Teachers

MARY HARRISON HERBRICK
Director School of Domestic Science and Home Economy
Student at Boston Cooking School; at American School of Home Economics, Chicago; at Teachers' College, Columbia University

MARGARET KENNEDY LOWRY
Domestic Art
Special Student George Peabody College for Teachers

ALBERTA COOPER
Assistant in Domestic Science
Graduate Ward-Belmont; Special Student Columbia University

LAMIRA GOODWIN
Director School of Art
New York Art School and Columbia University; Pupil of Morriset, Paul Bartlett, and Richard Miller at the Colorossi, of Lucien Simon and Casteluchio at the Grande Chaumiere, and of Madame La Forge, Paris

LOUISE GORDON
Assistant in Art School
Special Student at Peabody College

SARAH McREYNOLDS GAUT
Metalry
Special Student in Columbia University

EMIL WINKLER
Director School of Music
Piano, Pedagogy
Graduate Royal Conservatory of Leipzig; Pupil of Zwintzcher, Reinecke, Schreck, Jadassohn, Hoffman, and Papperitz; Graduate Student Berlin, 1907-09

IDA STARK KOELKER
Piano
One year in Leipzig Conservatory; two years under Leopold Godowsky in Berlin; two years under Theodore Leschetizky in Vienna

ALICE KAVANAUGH LEFTWICH
Piano
Graduate Beethoven Conservatory, St. Louis; Pupil of Arthur Foote and B. J. Lang, Boston; three years in Paris with M. Moszkowski and Wager Swayne

EVA MASSEY
Piano
Graduate and Postgraduate Student of New England Conservatory; two years in Berlin with Ralf and Barth; three years in Paris under Isadore Phillip

BUDA LOVE MAXWELL
Piano
Graduate New England Conservatory of Music under Madame Hopekirk and George Proctor; Pupil of Harold Bauer and Wager Swayne, Paris

ESTELLE ROY SCHMIDT
Piano
Pupil S. B. Mills and Joseffy, New York; Von Mickwitz, Chicago; Otto Nietzel and Steinhauer, Germany

AMELIE THRONE
Piano
Pupil of Mary Weber Farrar, Nashville; Maurice Aronson, Vienna; Josef Lhevinne, Berlin

MARY FALCONER WINKLER
Piano
Graduate and Postgraduate under Emil Winkler; Pupil of Aronson and Godowsky, Berlin

FREDERICK ARTHUR HENKEL
Pipe Organ and Piano
Graduate Metropolitan College of Music; Student Cincinnati College of Music; Pupil of Steinbrecher, Andre, and Sterling

CHARLES CAMPBELL WASHBURN
Dean Voice Department
Graduate and Teacher Cincinnati College of Music; Graduate Vanderbilt University; Special Student of Voice in Chicago

FLORENCE N. BOYER
Voice
Student of Music in Oberlin College; Pupil of Signor Vananni, Italy; Mesdames deSales and Bossetti, Munich; Oscar Seagle and deReszke, Paris

MARGUERITE PALMITER FORREST
Voice
Pupil of Francis Fisher Powers, New York; William Heinrich, Boston and Dresden, Germany; Maestro Giorgio Sulli, Florence

ELISE GRAZIANA
Voice
Pupil of Stockhausen and Frauleln Lina Beck in Julius Stockhausen's Gesangschule, Germany; Pupil of Signor Grazlani, whom she assisted in his Berlin Studio

FRITZ SCHMITZ
Violin
Graduate Cologne Royal Conservatory; Pupil of Robert Zerze, Emile Sauret, Gustave Hollander, Jensen, and Arnold Mendelssohn

BROWNE MARTIN
Theory, Harmony, Ear Training, History, Etc.
Graduate of Buckneil University School of Music; Student under Edwin Brill and Henry Lang, Philadelphia, also in Royal Conservatory, Leipzig; Pupil of Jadassohn, Schreck, Rallard, Hilf, Jockisch, Sitt, and Kretzschmar

MARY VENABLE BLYTHE
Practice Superintendence and Sight Playing
Diploma Montgomery Institute, now St. Mary's Hall, San Antonio; Harmony Lessons with Harry Redman, New England Conservatory

JENNIE TAYLOR MASSON
Stenography

JEAN RAMAGE
Librarian

ALMA PAYNE
Student Banker and Manager Book Room

MRS. W. H. ADAMS
EDITH BOULWARE
MRS. CHARLIE D. McCOMB
MRS. LENA W. RAMSEY
MRS. SOLON E. ROSE
MRS. TENNIE B. SHARPE
Hostesses

MRS. ANNA S. BROWN
ANNIE LITTON
Chaperons

MRS. VAN DAWSON LESTER
Nurse

FLORA BARBARA HEGE
Y. W. C. A. Secretary
A.B. and A.M. The College of Emporia

CARRIE D. MOSELEY
Southwestern Representative

MRS. MAY R. STEWART
Field Representative

MRS. PARK A. HOUSE
Southern Representative

The Ward-Belmont School

WARD-BELMONT makes no statement which she is not prepared to make real to the earnest, painstaking student. Her catalogues are published to give definite, trustworthy information, and they embody the same fine principles of sincerity, truth, and honor which she earnestly attempts to inculcate in her students.

Historical Sketch

Ward-Belmont is a union of Ward Seminary and Belmont College. Ward Seminary was founded in 1865 by William E. Ward, D.D., and Belmont College was founded in 1890 by Misses Ida E. Hood and Susan L. Heron. In June, 1913, the two schools were united on the Belmont campus under the charter name, "The Ward-Belmont School." Ward-Belmont is not forgetful of her past; she honors her founders, she reveres the two parent schools, and points with pride to that long line of graduates and students who have gone out into life's service, and whose happy memories and genuine affection for the old schools now bind them to the new.

A record of long service in a national field constitutes the richest heritage and the real asset with which Ward-Belmont pursues her new and larger life.

Nashville and Its Attractions

Nashville has an enviable record as a historical, educational, and cultural center.

The chosen location of great universities, professional schools, colleges, and preparatory schools, Nashville has established a far-famed reputation as a center of learn-

ing. Ward Seminary and Belmont College, through their long and honored careers, have contributed much toward winning for the city of Nashville her merited title of "The Athens of the South." These two schools, in coöperation with Vanderbilt University and George Peabody College for Teachers, have given a distinct charm and atmosphere of culture which make this city an ideal home for students.

On an imposing eminence the State Capitol stands, an interesting example of classic architecture. In its grounds is the tomb of President James K. Polk. Located at a central point in the Centennial Park is a facsimile of the Parthenon, true in every detail. On one of the many beautiful drives and car lines is Belle Meade, for many years a celebrated stock farm. Twelve miles from Nashville is the Hermitage, the home and burial place of Andrew Jackson, President, statesman, and warrior. Not far from the Ward-Belmont campus is the battlefield of Nashville, and near by stretches the scene of the battles of Franklin and Stones River. Within a few hours' ride are Lookout Mountain and Mammoth Cave. Nashville is within easy reach of all the historical points of Tennessee.

In addition to the cultural advantages offered by Nashville through its educational and historical interests, an opportunity is given by the city to hear many of the most famous artists, readers, and lecturers. Nashville thus affords the means for acquiring a most liberal culture.

The Campus

Ward-Belmont stands in the beautiful hilltop park formerly owned by Belmont College, and to both the grounds and buildings handsome additions have recently been made. The campus, containing thirty acres, is surrounded by one of the best residence sections of Nashville. Embowered in trees and shrubs which represent the artistic planting and cultivation of sixty years, this naturally picturesque park makes a campus of unusual

beauty. It is sufficiently removed to give that quiet and seclusion which are conducive to studious habits; yet the railway station, the shopping districts, and the churches of all denominations in the city are easily accessible by car. The site is on the highest elevation in the Vanderbilt University and the Peabody College sections, and is within easy walking distance of either.

Climate and Health

The bracing atmosphere and temperate climate of Middle Tennessee make Nashville an ideal location for school work. Pupils from more northern States, as well as those from farther south, find here a school home unexcelled in physical advantages. The mild weather and the inviting campus encourage outdoor sports and games, and these have contributed much toward maintaining the phenomenal health record of the school.

Ward-Belmont realizes just how much the health of its students depends on physical conditions, and safeguards their health in every possible way. The buildings are sanitary; the drinking water is filtered, sterilized, cooled, and is supplied in hygienic fountains throughout the buildings; a trained and experienced nurse has charge of a well-ordered infirmary. Though the school has been singularly free from communicable diseases and has never been visited by an epidemic of any kind, yet an isolation hospital is maintained as a guard against such an epidemic. A further precaution is the requirement that a certificate of good health be furnished by every resident student.

Ward-Belmont realizes that in order to reach the best mental as well as physical results, one must have good, nourishing food. Especial care is paid, therefore, to the meals and their preparation. The kitchen and bakery have the latest improvements in steam cooking, electric appliances, and cold storage, and the dining hall is most commodious and attractive. The menus are supervised by trained dietitians.

In addition to the physical safeguards and the abundant supply of wholesome, nutritious food, the regular habits and ordered life of the school, and physical culture scientifically adapted to the student's individual needs, are potent factors in promoting the unexcelled health record of Ward-Belmont.

Buildings and Equipment

The plan of the buildings is that of a quadrangle with one open side. On the north side of this square are four of the dormitories; on the east, two others, Pembroke and Heron Halls; and on the south, the Academic Building. In addition to these are a building set apart for music practice rooms, the arts and crafts house, the greenhouses, and at a greater distance the isolation hospital and the heating plant. The buildings are handsome and commodious, and are models in their adaptation to school use. They are fitted with the most improved methods of sanitation, heating, lighting, ventilation, and fire escapes.

The Academic Building, in classic colonial architecture, was completed and equipped in 1914 at a cost of $150,000. In this building are the large, well-lighted classrooms, the library, the science laboratories, the expression and art studios, an assembly hall, and the administration offices. The library contains about six thousand volumes. Under the care of experienced attendants, it is open at practically all hours. With its well-chosen books of reference, with its reading tables supplied with standard magazines and daily papers, it is an inviting spot to the casual reader and the serious student. This building also contains a white tiled swimming pool, and a well-equipped gymnasium, with showers, dressing rooms, and lockers.

Since the dormitories are entirely separate from the classrooms, they have a homelike and quiet atmosphere. The residence halls are all practically new, freshly furnished, and in their arrangements meet every demand

Pembroke Hall

Bird's-Eye View of the Quadrangle
Colonnade Front of Academic Building

South Front

of comfortable and refined home life. There are ample sanitary appointments and baths on every floor, while in Pembroke and Heron Halls, which are arranged in suites, there is a bath between the two rooms of each suite. Each room accommodates only two girls, and is furnished with a rug, bureau, washstand, table, chairs, single iron beds, and, with few exceptions, separate closets. All the rooms have outside exposure, with abundant sunlight and fresh air.

Interested parents are requested to visit the Ward-Belmont plant, as only a personal inspection can give an adequate idea of the way in which the comforts of a well-ordered home have been combined with the essentials of a well-equipped school.

Faculty

While Ward-Belmont has continual pride in her location, buildings, and equipment, yet she is ever conscious of the fact that the real strength of any school must lie in its teaching force. Ward-Belmont spares no expense in selecting her faculty, and in the various departments are men and women of the highest ideals who have been educated in standard colleges and universities of this country and abroad, and who have had successful experience in the classroom. In the literary work, in Music, Art, Expression, Home Economics, and in Physical Education, the same high standards are upheld. Ward-Belmont believes that true education is character building, and selects her faculty with this in mind. That the inspiration from personal touch between teacher and pupil may be kept constantly at the maximum, the school maintains the approximate ratio of one teacher to ten pupils. Ward-Belmont is characterized by cordial friendship and sympathetic interest in the attitude of the faculty toward the students in all the activities of the school.

Home Life

The President and his family and many of the teachers live in the residence halls, and their presence as constant advisers and sympathetic friends contributes much to that spirit of comradeship and good cheer so evident in the school. Self-control, poise, and dignity of life are the ideals in discipline, and constant appeal is made for sincere coöperation on the part of every student in maintaining wholesome standards of school living. The principle is accepted that kindness and confidence are more efficacious than stringent rules. The effect, therefore, is not one of repression, but of self-restraint, resulting in that character development which comes with a growing sense of obligation. Handsome parlors, attractive corridors, inviting rest rooms on every hall, and the unusual feature of a roof garden for recreation, all attest the care with which the home comforts and pleasures have been anticipated.

Religious Activities

The Christian homes all over the land are the sources from which our students come. Though no sectarianism is lived or taught, every effort is made to stimulate and strengthen the impulse toward Christian life and service. Regular Bible courses form part of the curriculum, and there is an active Young Women's Christian Association in which the members of the faculty coöperate heartily with the students. The Association and the school jointly employ a trained and experienced secretary, who devotes her entire time to Y. W C. A. work. The Sunday school conducted by members of the faculty, systematic Bible training and mission study, daily devotional exercises at chapel, and frequent visits by the pastors of the city, are among the agencies by which the school life is made wholesome and inspiring. The spirit of church loyalty is fostered by requiring each student to attend the church of her choice on Sunday morning.

Dress and Household Articles

Extravagance and extremes in dress are firmly discouraged. Every boarding pupil is required to have as the school uniform a plain tailored suit, either of dark blue or of black. This suit may be purchased before coming to Nashville if a patron so desires. A sample of the shade of blue that is to be used will be furnished on request. As a part of this uniform are to be worn a white waist, black shoes, and a black hat simply trimmed with black ribbon or velvet, without flowers, feathers, or any color. This suit must be used for street and church and on all public occasions. No uniform is required during the school day, but the clothing worn should be simple and suitable for school use. All boarding pupils are expected to provide themselves with bath robe, bedroom slippers, laundry bag, hot-water bag, umbrella, raincoat, overshoes, thick walking shoes, a comfort, pair of blankets, napkin ring, dresser and washstand scarfs, and one trunk cover. Trunks must be marked with full name and home address. All articles to be sent to the laundry must be clearly marked with the full name of the pupil. An abundant supply of table napkins, towels, sheets, pillowcases, and bedspreads is furnished each student at a charge of six dollars for the year.

Lectures and Entertainments

The presence in Nashville of great universities and professional schools insures the coming of famous lecturers and entertainers. Lectures on a great variety of subjects, free to the student body, are delivered during the year by men and women who are experts on the themes they treat. Artists of international reputation are frequently brought to the city by Ward-Belmont and other organizations. In recent years Ward-Belmont students have heard the following, among other notable people:

Lecturers—President Arthur T. Hadley, E. E. Barnard, Leon H. Vincent, Emil G. Hirsch, Russell H. Conwell, William Hawley Smith, Lorado Taft, William J. Bryan, President W. H. Taft, President Woodrow Wilson, United States Senator Luke Lea, Robert E. Speer, United

States Senator W. R. Webb, Dr. Carolyn Geisel, Francis E. Clark, Bishop W. R. Lambuth, Evangelist J. Wilbur Chapman, President John Franklin Goucher, Bishop W. F. McDowell, Bishop Thomas F. Gailor, Bishop Eugene R. Hendrix, President W. H. P. Faunce, Dan Crawford of Africa, Henry Oldys, Camden M. Coburn (archæologist), Dr. G. Campbell Morgan, Bishop McConnell, Henry Turner Bailey, Stephen S. Wise.

Authors—Hamilton W. Mabie, Richard G. Moulton, John A. Wyeth, Josiah Strong, Felix Adler, George Kennan, Marion Crawford, Newell Dwight Hillis, Lyman Abbott, Walter H. Page, J. Ward Stinson, James Whitcomb Riley, Ruth McEnery Stuart.

Readers—Montaville Flowers, Frank C. Elliott, Ida Benfey, Caroline Gordon, Leland Powers, Bertha Kunz Baker, Fred Emerson Brooks, Eulie Mae Rushmore, Ella Sedgwick Southwick, C. E. W. Griffith, Carolyn Foye Flanders, Madame Labadie.

Music—Tetrazzini, Melba, Eames, Paderewski, Liebling, Saville, Ovide Musin, Clarence Eddy, Royal Italian Band, Metropolitan Grand Opera Company in Parsifal, Calvé, Kubelik, Leandro Campanari (violinist), Cecil Fanning (baritone), Madame Zimmerman (soprano), Oscar Seagle (baritone), Leopold Kramer, Francis McMillin, Max Bendix, Maud Powell, Arthur Hartmann, Emil Sauret, Carl Grienauer, Steindel, Edward Baxter Perry, Leopold Winkler, Sherwood, Gertrude Peppercorn, Burmeister, Josef Hoffman, Mark Hambourg, Bloomfield-Zeisler, Augusta Cotlow, Harold Bauer, Carreno, Reisenauer, Godowski, de Pachman, George Hamlin, Glenn Hall, Bonci, Bispham, DeReszke, Muriel Foster, Homer, Schumann-Heink, Mary Garden, Nordica, Sembrich, Gadski, Alice Neilson, Alma Gluck, Frances Ingram, Frederic Morley, Angelo Cortese (harpist), Ricardo Martin, Jomelli, Gerville-Reache; the Zoellner String Quartette; the Strauss, Victor Herbert, Russian Symphony, Minneapolis Symphony, and Damrosch Orchestras; the United States Marine Band; the Savage Opera Company, the Aborn Opera Company, the Lombardi Opera Company.

Excursions

Nashville has an interesting historical and geographical setting. Every year our pupils are given opportunities to visit the historical places of interest in or near Nashville. It has been the custom to take a yearly trip to Washington and to visit en route Lookout Mountain, Natural Bridge, Luray Caverns, Norfolk, Portsmouth, and Viriginia Beach. A similar trip is offered in 1917 on the occasion of the presidential inauguration. An Eastern or Southern trip will also be made during the Christmas holidays, if a sufficient number of pupils apply for it. In the past we have had school parties to spend the vacation in Europe. If conditions permit, such a party will be organized for the summer of 1917.

Nashville References

Any patron of Ward-Belmont may be consulted; and while we confidently refer inquirers to any citizen of Nashville, we are formally authorized to say that any one of the gentlemen named below will cheerfully answer inquiries:

James I. Vance, D.D., Pastor First Presbyterian Church.
L. E. McNair, D.D., Pastor Moore Memorial Presbyterian Church.
George A. Morgan, D.D., Pastor West End Methodist Church.
Rufus W. Weaver, D.D., Pastor Immanuel Baptist Church.
Carey E. Morgan, D.D., Pastor Vine Street Christian Church.
H. J. Mikell, D.D., Rector Christ Church.
T. C. Ragsdale, D.D., Pastor McKendree Church.
T. A. Wigginton, D.D., Pastor Broadway Presbyterian Church.
Rabbi I. Lewinthal, Vine Street Temple.
Bishop W. R. Lambuth, Methodist Episcopal Church, South.
E. B. Chappell, D.D., Sunday School Editor of the M. E. Church, South.
J. E. Clarke, D.D., Editor Presbyterian Advance, and Secretary of the College Board of the Presbyterian Church, U. S. A.
S. H. Chester, D.D., Secretary Foreign Missions of the Presbyterian Church in the United States.
Chancellor James H. Kirkland, LL.D., Chancellor of Vanderbilt University.
President Bruce R. Payne, LL.D., George Peabody College for Teachers.
W. F. Tillett, D.D., Dean Theological Department of Vanderbilt University.
Dr. H. C. Tolman, Dean Vanderbilt University.
W. R. Manier, Sr., Secretary Commercial Club.
J. H. Allison, President Business Men's Association.

Music, Art, and Expression

In the education of girls and young women, it is important that a proper balance be maintained between Literary subjects and the Fine Arts. In this way only can a woman be prepared best for her mission in the world. The work of the school in the Liberal Arts is of the highest order, and equal emphasis is placed on Music, Art, and Expression in all their branches. Frequent musical concerts of the highest order tend to develop an appreciation for that which is best in this rich field. Students are always made welcome to the Art studios

and the kiln, and special receptions are given to cultivate a love for the beautiful in color and form. In the School of Expression a weekly class lesson in Poise and Speaking Voice is offered to all boarding students without extra charge. Attractive studios and an inspiring environment make the work of these departments a genuine delight. The teachers represent the best culture and training of this country and Europe. They have established an enviable reputation for Ward-Belmont as one of the distinct centers for the training of young women in these subjects so important in the development of aesthetic taste and temperament.

Home Economics

The lifting of the home maker's work to its proper place among the sciences is perhaps one of the most significant recent educational reforms. Domestic Science and Domestic Art are now regarded as essential in a well-rounded education for women. Responding to this progressive movement, Ward-Belmont maintains a thorough department for the study of the home and its varied problems. A building is specially equipped and set apart for this purpose. A weekly class demonstration in Domestic Science, or a weekly lesson in Household Decoration, is offered to all boarding students without extra charge. With its comprehensive courses, its attractive and well-equipped laboratories, and with its able corps of teachers, this department of practical worth holds an established place among the most popular activities of the school.

Physical Culture and Playground Supervision

Thorough courses are offered in Physical Education and in Playground Supervision, subjects which are being emphasized to-day as never before in education. The campus affords opportunity for outdoor games, the gymnasium is so equipped that exercise may be adapted to the individual needs of the pupil, and the swimming pool

is modern at every point and free to all resident students. Trained teachers are in charge of every feature of this department. The work in Playground Supervision is so planned that the students enjoy the recreation, and at the same time grasp the methods by which directed play may be made to promote health, stimulate the intellect, and lift the moral tone of any community.

A Normal Course is offered for pupils who wish to prepare to teach Physical Training.

Course of Study in Liberal Arts

Ward-Belmont offers a six-year Classical Course, corresponding to the four years of a preparatory school and the Freshman and Sophomore years of a standard four-year college. A student who contemplates entering a certain college or university after the completion of the Classical Course should so advise the Dean in advance, that the subjects which she takes in Ward-Belmont may be those required by that institution.

The General Course, of equal length, is provided for the larger number who do not intend to do further college work after graduation from Ward-Belmont. In this course more liberty in choice of subjects is allowed. With certain limitations, Music, Art, Expression, and Home Economics may be included and counted toward graduation.

Ward-Belmont also grants a First-Year College Certificate, either Classical or General, for the completion of prescribed courses of study corresponding to the four years of high school and one year of college. These certificates are intended primarily for students who for some reason see fit to end their study with one year of college work.

At the end of the first four years of the course, corresponding to the high school period, students may earn either the College Preparatory Certificate or the High School Certificate, provided the proper balance has been maintained by the completion of courses prescribed. The

College Preparatory Course is offered for students who expect to complete the Classical Course. Those earning the Certificate for the completion of this course may be admitted without examination to the leading colleges and universities. The High School Course is intended for students who plan to complete the Ward-Belmont General Course. It is somewhat less technical than the College Preparatory Course, yet a balance is maintained which assures a broad and deep cultural foundation.

Advice on Choice of Subjects

It is our desire that the courses of study be clearly understood by parents and prospective pupils. Again, it is important that each pupil's course be carefully planned on the basis of work already completed, and that individual tastes and aims be taken into account. To accomplish these ends, correspondence and personal conference with the Dean are cordially invited. Prospective patrons are urged to coöperate with us in working out a course of study in advance of the opening days of the session in order to allow more deliberate consideration of individual needs. Plans so made can be modified, if it seems desirable to a patron, on the opening days of school; but further changes during the year are usually not allowed. Continuity of effort and the greatest advancement can in this way be secured.

Courses of Study

I. LIBERAL ARTS AND SCIENCES

(Preparatory courses are designated by Roman numerals; College courses by letters.)

ENGLISH

The importance of the department of English in both its branches of Rhetoric and of Literature is duly recognized, and the work carefully and amply provided for by a full corps of college and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding and to make her school work more generally and permanently valuable. Personal conferences for guidance and for correction in theme work are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

Course I. Literature (once a week).—Study and Reading: Selections from American poetry, with special attention to Poe, Lowell, Bryant, Whittier; Scott's Lady of the Lake; Scott's Ivanhoe or Stevenson's Treasure Island; Franklin's Autobiography or Irving's Sketch Book.

Composition and Grammar (four times a week).—Review of Grammar. Special attention given to letter writing, narration, description, and paragraphing.

Freshman, five periods a week.

Course II. Literature (twice a week).—Study and Reading: (1) Addison and Steele's Sir Roger de Coverley Papers; (2) Shakespeare's Merchant of Venice; (3) Coleridge's Ancient Mariner or Macaulay's Lays of Ancient Rome; (4) Eliot's Silas Marner.

Composition and Grammar (three times a week).—Review of Grammar. Continued drill in narration and description; special study of the development of the paragraph.

Sophomore, five periods a week.

Course III. Literature (three times a week).—Study: (1) Shakespeare's Julius Cæsar; (2) Macaulay's Life of Johnson or Carlyle's Essay on Burns; (3) Tennyson's Idylls of the King; (4) Lamb's Essays of Elia.

Parallel Reading.—(1) As You Like It or Twelfth Night or Midsummer Night's Dream; (2) Arnold's Sohrab and Rustum and The Forsaken Merman or Goldsmith's Traveler and The Deserted Village; (3) Dickens' Tale of Two Cities or Hawthorne's House of the Seven Gables or Goldsmith's Vicar of Wakefield; (4) chief narratives of the Old Testament.

Composition (twice a week).—Study of narration, description, exposition, argument; special attention to development of the paragraph and sentence structure; review of Grammar.

Junior, five periods a week.

Course IV. Literature (three times a week).—Study: (1) Shakespeare's Macbeth; (2) Milton's minor poems; (3) Emerson's Essay on Manners; (4) Burke's Speech of Conciliation or Washington's Farewell Address and Webster's Bunker Hill Oration, or Macaulay's Speeches on Copyright and Lincoln's Address at the Cooper Union.

Parallel Reading.—(1) Shakespeare's The Tempest or Hamlet or Richard III; (2) Tennyson's The Princess; (3) The Iliad (Books XI, XIII, XIV, XV, XVII, XXI may be omitted); (4) Thackeray's Henry Esmond or Jane Austin's Pride and Prejudice.

Rhetoric and Composition (twice a week).—Continued study of narration, description, argument, exposition; emphasis laid on gathering and arranging material for long expositions; careful review of sentence structure and paragraph development.

Junior Middle, five periods a week.

Course A. Advanced Rhetoric and Composition.—Study of structure in the sentence, the paragraph, the short story and the longer exposition; lectures and quizzes on style; analysis of special prose selections, such as essays of Arnold and Stevenson; written work corrected and used in personal conferences with the students; sight papers on readings from the nineteenth-century lyric poets and essayists; long critical paper required after reading the novels of Charlotte Bronte or Jane Austen or the essays of Stevenson.

Required of all Senior Middle students. Two periods a week.

Course B.—English literature from Wordsworth to Meredith, with especial emphasis on Wordsworth, Tennyson, Browning, and Stevenson.

Prerequisite, Course IV. Three periods a week.

Course C. Advanced Course in Writing.—Weekly assignments; lectures on the theory and practice of description and on the style and methods of the best modern short-story writers, both English and French.

Open to Senior students who have had English A or equivalent. Two periods a week throughout the year.

Course D. History and Development of English Literature.—General survey course. Lectures, class recitations, collateral readings, and individual reports. Especial attention is given to historical and social backgrounds, to literary movements and tendencies, and to the careful study of representative masterpieces.

Open to students who have had or are taking Course A. Five periods a week.

Course F. The Development of the English Drama.—Lectures on the pre-Shakespearean period, with selected readings from the mystery and miracle plays; special emphasis on plays from Shakespeare used for study and interpretation; certain eighteenth-century plays read; plays from the leading modern dramatists, European and American, read and interpreted as types of present-day forces in literature and in life.

Open to students who have had or are taking Course A. Five periods a week.

HISTORY

The department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted, and a training in sympathetic judgment. The value of History as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art, and current events. Throughout the course, emphasis is placed on historical geography, map drawing, notes, and reports of collateral readings.

Course I. Greek and Roman History.—A survey of ancient history and of later history to 800 A.D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history.

About 500 pages of parallel reading are assigned from such sources as the Greek and Roman biographers, historians, and dramatists.

Open to Sophomore and Junior students. Required of College Preparatory students. Five periods a week.

Course II. History of England.—The political, social, and religious elements in the growth of the English people. England's advance as a world power and her colonial development. Parallel reading.

Open to Sophomore and Junior students. Five periods a week.

Course III. American History and Civics.—A rapid survey of the colonial period, with emphasis upon American ideals and institutions, with a more intensive study of the critical period, the founding of the national government, the Westward Expansion, and the problems and movements of the nineteenth century. The forms and functions of government are studied, with emphasis upon the ideals and defects of to-day.

Open to Junior Middle students, and, by special arrangement, to Juniors. Five periods a week.

Course IV. Current Events.—An introductory study of present-day history through periodical literature. The aim is to keep the student informed on important political, economic, scientific, and religious affairs of the present, and to develop such intelligent interest as will make reading of this nature a fixed habit.

Open to Junior and Junior Middle students who have had Course I or II. Two periods a week.

Course A. A General Course in Modern History.—Part I: Europe and England from the fall of the Roman Empire through the Reformation Period, emphasizing the Feudal Régime, the Mediæval Church, the Renaissance, the Reformation, and the general economic and social conditions. Part II: This part begins with England's struggle for constitutional government and continues the development of England and Europe to the present, emphasizing the French Revolution, the Industrial Revolution, with its economic and social results, and the Democratic and Nationalistic Movement of the nineteenth century.

Full parallel required.

Open to Senior Middle and Senior students. Four periods a week.

Course B. The Revolutionary Period in Europe and the Nineteenth Century (including England).—In the study of the nineteenth century, emphasis is put upon the great movements—scientific, economic, and social, as well as political—with a view to the better understanding of the conditions and problems of life to-day.

Open to Senior Middle and Senior students. Four periods a week. (Not offered in 1916-1917.)

Course C. History of the Nineteenth Century.—This course embraces the same work as that of the second semester of History B.

Open to College students. Two periods a week throughout the year.

Course D. History of the United States Since 1875.—This course will include a brief review of the main features of the history of the United States since 1800 as a basis for the more detailed study of the political, economic, and social developments since 1875. The aim of the course is to give the student some intelligent understanding of

the present conditions and problems of the country, both with regard to its internal affairs and foreign relations.

Open to College students. Two periods a week, first semester. (See Sociology B, "The City," for companion course for the second semester.)

HISTORY AND APPRECIATION OF ART

The value of the work in this course is twofold. It is a part of the record of human development, and so a humanitarian and mental discipline subject, as is History proper. It is also a study of the laws underlying artistic effect, and as such has a distinct culture value. Both phases of the subject receive careful consideration. The work is done by means of illustrated lectures, printed outlines, reproductions, stereopticon slides, projectoscope, etc. Extensive reading and individual reports required.

The rise and development of architecture, sculpture, and painting from the earliest periods through the Renaissance will be studied, with emphasis on the Greek and the Renaissance periods.

Open to College students who have had History I or its equivalent. Four periods a week.

ECONOMICS AND SOCIOLOGY

The purpose in this department is to teach the fundamental principles of both economic and sociological science in such a way as to develop an intelligent interest in public affairs, to insure some understanding of the laws underlying the welfare and progress of society, and to inculcate the desire to apply these principles to the duties of enlightened citizenship.

ECONOMICS

Course A. Introduction to Economics.—This course is designed to lead the student to an investigation of economic principles, to introduce her to the economic problem in the modern state, and to train her to think clearly on economic subjects. It will treat of the conditions determining prices, land values, wages, profits, and standards of living; of certain topics of applied economics, such as the tariff, banking, and trusts; and of problems of labor and industrial organization.

Open to College students. Four periods a week, first semester.

SOCIOLOGY

Course A. General Sociology.—This course is designed to make the student familiar with the origin, principles, and methods of sociological science, as well as with the social elements, forces, and processes. The aim is to make the course of practical value, and thus emphasis is put upon the application of the principles of Sociology to some of the chief problems of present times, particularly in the United States.

Open to College students. Four periods a week, second semester.

Course B. The City.—This course will embrace a study of the modern conditions and problems of City Life.

Open to College students. Two periods a week, second semester. (See History D for companion course for the first semester.)

LATIN

The work of the first four years in this department is designed not only to give the student a thorough knowledge of forms and syntax and the ability to apply this knowledge in accurate reading of the texts assigned, but also to increase the student's vocabulary and insight into words and develop a feeling for the structure and thought of the language. Reference readings illustrate Roman life and Mythology. The courses of the last two years are intended to secure the ends of rapid and accurate reading, an acquaintance with the masterpieces of Roman Literature, and a correct appreciation of the place of Rome in the history of civilization.

Course I.—The Essentials of Latin. Regular first-year work.

Freshman. Five periods a week.

Course II (a).—Careful review of first-year work, easy readings, Book II of Cæsar.

This course is intended for immature students, or for any whose preparation makes difficult the completion in one year of four books of Cæsar. Five periods a week.

Course II.—Cæsar: An equivalent of Books I to IV. Prose composition based on text. Grammar systematically studied in connection with prose.

Sophomore. Five periods a week.

Course III.—Cicero: The Cataline Orations, the Manilian Law, Archias. Prose composition based on text and syntax throughout the year.

Junior. Five periods a week.

Course IV.—Virgil: Books I to VI. Required reading is assigned in mythology; prose composition; review of Grammar.

Junior Middle. Five periods a week.

Course A.—Livy: Book XXI and parts of Books I and XXII. Horace: Odes and Epodes. Prose composition. Practice in reading at sight. Prosody.

Senior Middle. Five periods a week.

Course B.—Horace: Satires and Epistles; Juvenal; Plautus and Terence: Selected plays. Reading in Roman Literature.

Senior. Five periods a week.

FRENCH

The value of a good knowledge of French in studying literature and the necessity for it in foreign travel are appreciated, and such knowledge is provided for by the experienced native teachers in this department. Correct pronunciation is insisted upon, and facility in conversation is acquired by constant practice. To this end, French is the language of the classroom, and opportunities are also given for its use in social conversation and at French tables in the dining halls. The courses in French literature are extensive, and are made more practical by the use of dictation, sight reading, and lectures in French on the historical development of the language.

Course I.—Grammar: Verbs; Sym's French Reader; Labiche et Martin's La Poudre Aux Yeux. At least one hundred pages.

Open to Freshman, Sophomore, and Junior students. Five periods a week.

Course II.—Grammar: Verbs; Dictation; Poetry Memorized; French Composition; the reading of about three hundred pages from texts such as Mérimée's Colomba; Loti's Pêcheur d'Islande; Lamartine's Scènes de la Révolution Française; Halévy's L'Abbé Constantin; Daudet's La Petite Chose.

Open to Sophomore, Junior, and Junior Middle students. Five periods a week.

Course III.—Grammar: Syntax; Verbs; French Composition; Dictation; Themes; the reading of about four hundred fifty pages from texts such as George Sand's La Mare au Diable; Maupassant's Huit Contes Choisis; Trois Comédies de Musset; Hugo's Quatrevingt-Treize; Bornier's La Fille de Roland.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Written and oral exercises founded on selected texts; dictation and conversation; rapid reading of about five hundred pages of such texts as Mérimée's Colomba, Labiche's Le Voyage de M. Perrichon; George Sand's La Mare au Diable; French Reader, Aldrich and Foster; Chateaubriand's Les Aventures du Dernier Abencerage.

Open to Senior Middle or Senior students who have not studied French. Five periods a week.

Course B.—Grammar completed: Composition; Themes based on texts read; rapid reading of from four to five hundred pages from Scribe et Legouvé's Bataille de Dames; Maupassant's Huit Contes Choisis; Coppée's On rend L'Argent; Michelet's La Prise de la Bastille; Trois Comédies de Musset; Bouvet's French Syntax and Composition; Hugo's La Chute.

Open to students who have completed Course A or its equivalent. Five periods a week.

Course C.—Syntax: Composition; Themes based on the texts read; History of French Literature; rapid reading in connection with the different periods studied. Conversation.

Open to students who have completed Course III or Course B. Five periods a week.

French D.—History of French Literature of the eighteenth, nineteenth, and twentieth centuries; reading based on authors representative of modern French thought and style; essays in French on topics read; conversation based on phases of modern French life and current thought.

Open to students who have completed Course C. Four periods a week. (Given in 1916-1917 if a sufficient number apply.)

GERMAN

Throughout the carefully graded course in German, use is made of the wealth of German poetry and prose. German is the language of the classroom; by memory work, abstracts, and reproductions, correct pronunciation is established and appreciation and knowledge of the literature increased. The first three courses enable a pupil to meet the maximum requirement for entrance into College; while Courses I and II fulfill the minimum requirement. After first-year work, sight reading is emphasized. Parallel reading is required in Courses III., B, and C.

Founders' Hall North Front Hall Fidelity Hall

NASHVILLE FRONT, WARD-BELMONT

Course I.—Grammar: Composition; Drill in Phonetics; reading of at least one hundred pages of easy prose and verse, including the simple stories in Glück Auf; short lyrics memorized.

Open to Freshman, Sophomore, and Junior students. Five periods a week.

Course II.—Grammar: Composition; simple paraphrasing; poems and ballads memorized; sight reading; reading of at least two hundred pages of German from the following texts: Storm, Immensee; Blüthgen, Das Peterle von Nürnberg; easy plays by Benedix, Wilhelmi, or Fulda; Gerstäcker, Germelshausen.

Open to Sophomore, Junior, and Junior Middle students. Five periods a week.

Course III.—Grammar: Composition; sight reading; writing from dictation; reading of at least three hundred pages of German from the following texts: Storm, Im St. Jürgen; Riehl, Burg Neideck; Eichendorff, Taugenichts; Schiller, Wilhelm Tell or Die Jungfrau von Orleans.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Prose composition; conversation and memorizing of poetry; reading of at least two hundred and fifty pages of German from such texts as: Andersen, Bilderbuch ohne Bilder; Storm, Immensee; Baumbach, Waldnovellen; Wildenbruch, Das Edle Blut; Hillern, Höher als die Kirche; easy plays by Benedix, Wilhelmi, or Fulda.

Open to College students who have not studied German. Five periods a week.

Course B.—Grammar: Prose composition; sight and parallel reading; themes based on text read; reading of about five hundred pages from such texts as: Schiller, Die Jungfrau von Orleans; Hauff, Zwerg Nase; Heine, Die Harzreise; Jensen, Die braune Erica; Klenze, Deutsche Gedichte; Scheffel, Ekkehart.

Open to College students who have completed Courses I and II or Course A. Five periods a week.

Course C.—Grammar: Prose composition; reading at sight and parallel reading; themes based on text read; at least eight hundred pages from such texts as: Schiller, Wilhelm Tell; Lessing, Minna von Barnhelm; Goethe, Iphigenie auf Tauris or Sesenheim; Sudermann, Teja; Grillparzer, Sappho; Oxford Book of German Verse.

Open to College students who have completed Course III or Course B. Four periods a week.

SPANISH

To meet the increasing demand, particularly throughout the South and West, for Spanish as a part of the school curriculum, two courses in the language are offered.

Course A.—Grammar and composition; conversation and memorizing; reading of at least two hundred and fifty pages of Spanish from such texts as: Roessler and Remy, First Spanish Reader; Valera, Pajaro Verde; Alercon, El Capitan Veneno; Galdos, Marianela.

Open to College students who have not studied Spanish. Five periods a week.

Course B.—Grammar and composition continued; sight and parallel reading; themes based on texts read; about five hundred pages from such texts as: Galdos, Dona Perfecta; Herman Caballero, Un Servilon y un Siberalito; Valera, El Commendador Mendoza; Calderon, La Vida es Sueno; Cervantes, Extracts from Don Quixote.

Open to college students who have completed Course A, or its equivalent. Five periods a week.

MATHEMATICS

The work done in the department of Mathematics is closely correlated with business and the physical sciences. It is the aim also to develop in students the power and habit of concentration, of clear, consecutive independent thinking, and of precise expression. These aims largely determine the courses offered and the method of their presentation. A constant effort is made to render the elective courses so valuable that they will be attractive to the average student.

Course I.—Elementary Algebra. Algebra is approached as generalized arithmetic. Much time is spent on introductory ideas. The following topics are treated: Positive and Negative Numbers, Fundamental Operations, Equations (with applications in Practical Problems), Factoring and Fractions.

Freshman. Five periods a week.

Course II.—(a) First Semester. *Algebra.* The following topics are treated: Ratio and Proportion, Graphical Representation, Linear Systems, Elementary Treatment of Roots, Radicals and Exponents, Simple Quadratic Equations. Many of the more familiar theorems of Geometry are introduced and made the basis of algebraic problems.

(b) Second Semester. *Advanced Arithmetic.* Review and study of subjects that pupils in the grammar school have difficulty in mastering. By the free use of Algebra, Arithmetic is made easier and the former subject is reviewed.

Open to Sophomores who have completed Course I. Five periods a week.

Course III.—Plane Geometry. The step from the simple geometric discussions in Arithmetic and Algebra to rigorously logical Demonstrative Geometry is not attempted hastily. In the beginning the

heuristic method predominates. An introductory course covers the first four weeks. Algebra is used to supplement the Geometry. Many original exercises are solved.

Open to Juniors who have completed Elementary Algebra through simple quadratic equations. Five periods a week.

Course IV.—(a) First Semester. *Advanced Algebra.* The topics covered in Elementary Algebra are thoroughly reviewed and amplified. The course also comprises Synthetic Division, Graphical Methods, Progressions, Logarithms, Variation, Binomial Theorem for Positive Integral Exponents, Theory of Quadratics, Complex Numbers. Problems from Arithmetic, Geometry, and the physical sciences are made prominent.

Open to students who have completed Algebra through simple quadratic equations and Plane Geometry.

(b) Second Semester. *Solid Geometry.* Lines and Planes, Polyhedrons, Cylinders, Cones, and Spheres are treated. Easily constructed models are used in the introductory work. Frequent references to Plane Geometry are made.

Open to Junior Middle or Senior Middle students. If college credit is to be given, supplementary work will be assigned. Five periods a week.

Course A.—(1) *College Algebra.* A brief review, followed by a treatment of topics especially helpful in Trigonometry, Analytic Geometry, and the Calculus.

Four periods a week. First Semester.

(2) *Plane Trigonometry.* The work consists of Trigonometric Functions and Formulæ, Theory and Use of Tables, Solution of Right and Oblique Triangles (with applications to Problems of Physics and Surveying), Inverse Functions, Trigonometric Equations. The data for several surveying problems is obtained in the field with the transit, tape, etc.

Four periods a week. Second Semester.

Course B.—(1) First Semester. *Analytic Geometry.* Graphical Representation of Points and Curves in a Plane, Determination of the Properties and Relations of Plane Curves by a study of their Equations and Graphs. The Straight Line and the Conic Sections are fully investigated. The course includes an introduction to Analytic Geometry of three dimensions.

(2) Second Semester. Introduction to *Differential and Integral Calculus.* Differentiation and Integration of Functions, with the usual Geometric and Mechanical Applications.

Prerequisite, Course A. Four periods a week.

Course C.—History and Pedagogy of Mathematics. Designed especially for prospective teachers of Elementary and Secondary Mathematics.

(1) First Semester. *History of Mathematics.* Development from the earliest times, primarily from the biographical standpoint.

(2) Second Semester. *Pedagogy of Mathematics.* The best educational thought of the day relating to the teaching of Arithmetic, Algebra, and Geometry.

Prerequisite, Course A. Four periods a week.

SCIENCE

In solving the problems of everyday life, a knowledge of the fundamental ideas of Chemistry, Physics, and the Biological Sciences is absolutely essential. In offering these courses here, the aim is to develop the powers of accurate observation by aiding the student to gain first-hand information, to acquaint the student with modern scientific methods and their relation to daily living, and to lay the foundation for further work in these subjects.

Chemistry

Course I.—Elementary Chemistry. Course for beginning students, including a study of the common elements and their important compounds.

Laboratory and Recitation, eight periods a week. Open to Junior and Junior Middle students.

Course A.—Inorganic Chemistry. In this course a study is made of the laws of Chemistry and their application to general Chemistry. All of the nonmetallic and the most important of the metallic elements are studied, with special attention given to their occurrence and their uses in everyday affairs. Laboratory work supplements that done in classroom, and, in addition, gives an introduction to qualitative analysis.

Open to College students. Laboratory and Recitation, ten periods a week.

Course B.—Organic and Household Chemistry. The Chemistry of Foods, preceded by an introduction to Organic Chemistry.

Prerequisite, Course I or A.

Laboratory and Recitation, nine periods a week. Open to Senior Middle and Senior students.

Physics

Course I.—An elementary course in *Physics*, dealing with the laws and properties of matter and covering the subjects of sound, heat, light, electricity, and magnetism.

Laboratory and Recitation, nine periods. Open to Junior and Junior Middle students.

Biology

Course I.—Zoology. A course in General Zoölogy, including the study of both simple and more complex forms, with laboratory and field work; introducing the student not only to structure and forms of animal life, but to their habits and relations to their surroundings.

Laboratory and Recitation, seven periods. Open to Sophomore and Junior students.

Course A.—Botany. A general course in the study of plant life, including (1) Structure and Life History of Representative Types of the four great groups of Plants; (2) the Functions and Development of Plant Parts; field work on the winter and spring conditions of Plants.

Laboratory, recitation, and field work, eight periods. Open to Senior Middle and Senior students.

Physiology and Hygiene.—The course deals with the structure of the human body, the laws according to which the body lives, how a violation of these laws may be avoided, the maintenance of the health of the community as well as that of the individual.

Open to Junior Middle students, and to more advanced students by special permission. Recitation, two periods a week; laboratory, one period.

Physiography

A study of the earth as a globe, the ocean, the atmosphere, and the land; the relation of man, plants, and animals to climate, land forms, and oceanic areas; supplemented by field and laboratory work.

Open to Freshmen and Sophomore students. Recitation, four periods a week; laboratory and field work, two periods.

PSYCHOLOGY

Course A. (1) First Semester.—An introductory course in Psychology, giving a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments.

Open to Seniors, and certain other mature students by special permission. Four periods a week.

(2) Second Semester.—Child Study. An introductory course in the study of childhood, with practical applications.

Prerequisite, Course A (1) or its equivalent. Four periods a week.

BIBLICAL HISTORY AND LITERATURE

The following courses of study are calculated not only to reveal the importance of the Bible as history and its excellence as literature, but also to emphasize ethical and religious values and to discover underlying principles of thought and action applicable to the life of to-day:

Course I.—The Life of Jesus.

Study of the land in which Jesus lived, its people and customs, his work and character.

Sources: The gospel narratives, together with information furnished by modern scholarship concerning the history, thought, and customs of his time.

Open to Junior and Junior Middle students. Two periods a week.

Course A.—General Introduction to Biblical Literature.

Methods of Bible study. Survey of the history of the English Bible. The Bible reviewed as a library containing a great variety of literature.

Study of selected portions of the Old and New Testaments.

Open to College students. Two periods a week.

Course B.—Old Testament History and Literature.

Study of the political, social, religious, and literary development of the Hebrews, leading up to and including the messages of the prophets.

Open to College students. Four periods a week.

Course C.—The Life and Teachings of Jesus.

A comparative study of the Gospels as sources of our knowledge of the life and work of Jesus. Careful consideration of the teachings of Jesus in their bearing on the political, social, and religious conditions of his own day and of the present day.

Open to College students who have had Course B or other introductory Old-Testament work. Four periods a week.

Course D.—Religious Pedagogy.

With special reference to the Sunday school. Study of laws governing the development of child mind. Teaching principles and methods adapted to religious nurture in home and church. Stories and story-telling. The organization, aim, and work of the Sunday school.

Open to College students who have completed or are taking one course in the Biblical Department. Two periods a week.

ADMISSION TO LITERARY COURSES

Students who have completed the usual grammar-school grades, or who have finished the course of the Ward-Belmont Intermediate School, may be admitted without examination to the Freshman Class, or first year of the College Preparatory Course. Those who present credentials from approved College Preparatory Schools, High Schools, or Colleges may be admitted without examination, on probation, to the classes for which their former work seems to have prepared them.

POINTS

1. *Definition:* A point in a literary subject represents five periods of forty-five minutes each per week for a year in Freshman, Sophomore, Junior, and Junior Middle Classes, and four or five periods a week for a year in the Senior Middle and Senior Classes. Two or three periods a week for a year, or full work for one semester in which a course is completed, counts a half point. In Music, two lessons per week and one and a half hours' practice daily merit one-half point; in Theory, Harmony, History and Appreciation, Ear Training, each two periods per week, one-half point each; in Art, ten hours of studio work a week, one point; in Expression, five periods of prepared class work, and other collateral and assembly work each week, one point; in Home Economics, two lectures and two double laboratory periods per week, one-half point.

2. *Number Recommended:* The number of points recommended for the average student is four; the minimum requirement of work is represented by three.

3. No single point in a language, except French A or German A, may be counted toward a certificate or diploma, and both of these courses may not be counted in the same year.

4. Not more than a total of four points in Music, Art, Expression, and Home Economics may be counted. Only one such point may be counted in a single school year. Credit for Theory, Harmony, or Home Economics, taken elsewhere, will be based upon examination. All other work in Music, Art, Expression, and Home Economics, to be credited in a Liberal Arts Course, must be done in Ward-Belmont, and must be approved by the heads of the departments concerned.

5. If work represented in Ward-Belmont by a college point has been done elsewhere, but not in college, an elective preparatory point will be allowed; college credit will not be allowed, unless sufficient supplementary work is done in Ward-Belmont to make it equal to the corresponding College Course.

6. For a Ward-Belmont Diploma, at least eight of the required points must have been earned in Ward-Belmont. In the case of a student who has done equivalent college work elsewhere, exception to this rule may be made under the following conditions: Official testimonials as to such work and a catalogue of the college, with the work done fully designated, must be furnished to the Dean. The credit due, in no case more than four points, will then be determined.

COURSES LEADING TO THE WARD-BELMONT CLASSICAL AND THE WARD-BELMONT GENERAL DIPLOMAS

Freshman

CLASSICAL	GENERAL
Required:	Required:
English I	English I
Latin I	Mathematics I
Mathematics I	One Foreign Language
One point elective.	One point elective
Electives:	Electives:
History I	History I
Physiography	Physiography

Sophomore

CLASSICAL	GENERAL
Required:	Required:
English II	English II.
Mathematics II	Mathematics II
Latin II	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History I or II	History I or II
French I	Latin
German I	French
Zoölogy	German
	Zoölogy

Note.—Students entering above the Sophomore year, who have completed Elementary Algebra through Simple Quadratic Equations, are not required to take the Arithmetic of Course II.

Junior

CLASSICAL	GENERAL
Required:	Required:
English III	English III
Mathematics III	Mathematics III
Latin III	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History I or II	Bible I
French	History I, II, or IV
German	Latin
Zoölogy	French
Physics	German
Chemistry I	Zoölogy
	Physics
	Chemistry I
	Music, Art, Expression, or Home Economics

Junior Middle

CLASSICAL	GENERAL
Required:	Required:
English IV	English IV
Mathematics IV	One Foreign Language
Latin IV	Two points elective
One point elective	
Electives:	Electives:
History III	Bible I
French	History III or IV
German	Latin
Physics	French
Chemistry I	German
	Mathematics IV
	Physics
	Chemistry I
	Physiology
	Music, Art, Expression, or Home Economics

Senior Middle

CLASSICAL

Required:

- English A
- Latin A
- Mathematics A
- One and one-half points elective

Electives:

- English B or F
- History A, C, or D
- French A, B, or C
- German A, B, or C
- Biology A
- Chemistry A

GENERAL

Required:

- English A
- One foreign language
- Electives to make a total four points.

Electives:

- English B or F
- Bible A, B, C, or D
- History A, C, or D
- Mathematics A
- Latin A
- French A, B, or C
- German A, B, or C
- History of Art
- History of Music
- Economics
- Sociology A or B
- Biology A
- Chemistry A or B
- Music, Art, Expression, or Home Economics

Senior

CLASSICAL

Required:

- English D
- Latin, or French, or German (unless six points have already been earned)
- Biology A, or Chemistry A or B (unless taken in Senior Middle year)
- Electives to aggregate four points

Electives:

- English C or F
- History A, C, or D.
- Mathematics B or C
- Latin B
- French A, B, or C
- German A, B, or C
- Psychology
- Economics
- Sociology A or B
- Biology A
- Chemistry A or B

GENERAL

Required:

- English D (if B has been taken, Course F may be substituted for D)
- Biology A, or Chemistry A (unless one point in Science has been earned in one of the last three years)
- Electives to aggregate four points

Electives:

- Bible A, B, C, or D
- English C or F
- History A, C, or D.
- Mathematics B or C
- Latin A or B
- French A, B, C, or D
- German A, B, or C
- Chemistry A or B
- Biology A
- History of Art
- History of Music
- Economics
- Sociology A or B
- Psychology
- Music, Art, Expression, or Home Economics

CLASSIFICATION

The number of points of work completed at the beginning of a school year determines the class to which a student belongs. Four completed points, as found in either of the two courses outlined, give Sophomore classification; eight such points, Junior; twelve, Junior Middle.

For Senior Middle standing, fifteen completed points in one of the courses outlined, including all the required points except one through the Junior Middle year, are necessary. Completion of a regular course of a standard four-year high school will ordinarily meet these conditions. If so, such work will entitle a student to Senior Middle standing in Ward-Belmont.

For entrance to the Senior Class, the attainment of a Ward-Belmont Diploma at the end of the school year must be possible.

SUMMARY OF REQUIREMENTS FOR ACADEMIC DIPLOMAS AND CERTIFICATES

Classical Course

Sixteen Points Preparatory, Eight Points College

Required: Five and a half points English (including Courses A and D), six points Foreign Language (including five points Latin), four points Mathematics (including Course A), one point College Science.

General Course

Sixteen Points Preparatory, Eight Points College

Required: Five and a half points English (including Courses A and D; if Course B is taken, F may be substituted for D), five points Foreign Language, two points Mathematics (including Course III), one point Science, earned in one of the last four years.

First-Year College Course

Sixteen Points Preparatory, Four Points College

The First-Year College Certificate is awarded for the completion of the work of the first five years of either the Classical or the General Course, provided the following requirements are met: At least five points English (including Course A, and B or D or F), five points Foreign Language, two points Mathematics (including Course III), one point Science, earned in one of the last three years.

College Preparatory Course

The College Preparatory Certificate is awarded to students who have completed sixteen preparatory points in the Classical Course, who have

earned a grade of B in each subject in the Junior Middle year, and who have met the following requirements: Three or four points English (to include Course IV); four points Latin; two points French, or German, or Spanish; three or four points Mathematics (to include Courses II (a), III, and IV (a). No single point in a language is counted.

High-School Course

The High-School Certificate is awarded to students who have completed sixteen preparatory points in the General Course—that is, the work through the Junior Middle year—and who have met the following requirements: Three or four points English (to include Course IV); four points Foreign Language (no single point in a language counted); two points Mathematics (to include Course III). Not more than three points will be allowed for work in such subjects as Music, Art, Expression, Home Economics, Stenography, Typewriting, Mechanical Drawing, Agriculture, etc.

II. SCHOOL OF EXPRESSION

This department offers to the special and general student an opportunity for thorough and scientific training in Expression. Its aims are: To help the student to "find herself" and to realize her powers and possibilities; to give such training as will develop her individuality; to train the voice and body to act in coördination with the mind; to teach the student how to think sanely and strongly, how to read intelligibly and effectively; to teach her to represent a character without effort; to prepare young women for effective work as readers and teachers of Expression.

A weekly class lesson in Voice Training and Poise of Body is offered to all boarding students without extra charge.

The work of this department is arranged below to cover four years. The Special Certificate in the School of Expression is awarded to those who complete satisfactorily the first two years of the prescribed course, and the Diploma is awarded to those who complete satisfactorily the first three years of the course.

Expression IV to IX are designed for students interested in advanced creative and interpretative work, methods of teaching, platform art, and pageantry. Diploma pupils will be given advantage of as much of this training as their time and advancement will allow.

Our special catalogue of the School of Expression contains full information.

First Year

Expression I, English IV., and at least one elective chosen from those offered in the Junior Middle Year of the General Academic Course.

Second Year

Expression II, English A and B, and at least one elective chosen from those offered in the Senior Middle Year of the General Academic Course.

Third Year

Expression III, English D or F, and one elective chosen from those offered in the Senior Year of the General Academic Course.

DESCRIPTION OF COURSES

Expression I.—First-Year Work.—(a) *Principles of Training:* Qualities of voice; reading with reference to good use of the voice and direct expression of the thought; voice and pantomimic problems; harmonic gymnastics; poise and bearing; exercises for freedom of the body from constriction.

(b) *Creative Expression:* Extemporaneous speaking; recitals to develop personality; dramatic rehearsals in farce to develop freedom in thinking; beginnings of literature (story-telling); informal recitals.

Open to students above the Sophomore Class.

Expression II.—(a) *Principles of Training:* Qualities of voice; responsiveness, ease, purity, and mellowness; oral English; pantomimic problems; dramatic rehearsal and criticism; harmonic gymnastics; dramatic thinking (Shakespeare); Browning and the monologue.

(b) *Creative Work:* Dramatic interpretation and training of the imagination; story-telling; literary interpretation; platform art; dramatic rehearsal (comedy); pantomime in problems and readings.

Open to students who have completed Expression I.

Expression III.—(a) *Principles of Training:* Voice training; resonance; use of voice in conversation and narration; visible speech and articulation; dramatic rehearsals (comedy); development of imagination; rise of the drama; epochs of literature.

(b) *Creative Work:* Impersonations in Browning's monologue and original arrangements from modern literature or drama; vocal interpretation of the Bible; drill on methods; pantomimic problems and rehearsals; modern drama; public presentations of original arrangements.

Expression IV.—Interpretative Expression: Primary forms of literature, fables, folk stories, allegories, lyrics, old ballads, conversation, and story-telling. One period a week.

Expression V.—Creative Expression: Interpretation of forms of poetry or of modern drama. This course is similar in design to Expression IV, and is open to students of the same maturity. One period a week.

Expression VI.—Creative Expression: A study of dramatic thinking; the forms of the drama; dramatic rehearsals from the sixteenth, eighteenth, nineteenth centuries, and modern plays; impersonations or platform interpretation and a study of the monologue. Open to students of mature mind who have completed Expression V. One period a week.

Expression VII.—Voice Training: Harmony gymnastics; practical problems for voice, body, and imagination. This course is designed for public school-teachers or for those purposing to become such, for those actively engaged in club work, or in any position where public speaking is a necessity. One period a week.

Expression VIII.—Pageantry: Community festivals; correlation with history; music, art, folk dancing, and domestic art; the development of allegorical and historical pageantry. One period a week.

Expression IX.—Children's Course: The utilization of childish aptitude in imagination, song, fancy dancing, handcraft, and rhythmic speech; oral interpretation of folk tales, lyric ballads, epic and dramatic poetry; the development of character through the dramatization of familiar stories.

III. SCHOOL OF ART

The creative power, which, in a greater or less degree, is the possession of every human soul, should be recognized and cultivated, and that appreciation developed which is the beginning of all growth of Art. The study of Art involves the training of the eye, mind, and hand, and that exercise of both skill and judgment which makes for power in an individual and creates efficiency, no matter what the calling may be. Thus understood, the study of Art should have a place in every liberal education. The Ward-Belmont studios are in the new Administration and Academic Building, and embrace five large rooms with excellent light. Students of college advancement, specializing in Art, are seriously advised to elect History and Appreciation of Art as one of their literary subjects. In every branch of the School of Art the object is to make the pupil proficient and to give her a foundation upon which she can build. The methods of instruction are varied, and are such as have been found to be the most efficient in developing the possibilities of each student, and in giving her the means of artistic self-expression.

An Art Certificate is awarded to students who have done serious work in at least three of the courses offered below, including Designing; who have completed the equivalent of English A and B; and the quality of whose work, as judged by a committee of five, is of such high merit as to warrant this special distinction.

STUDIO CLASSES

I. Elementary.—The first steps in the appreciation of form, proportion, and values are taken in this course. The work is done in charcoal from simple still-life studies, which enables the beginner to learn the principles of drawing, the foundation of all art expression.

II. Life Drawing.—The costumed model is used daily in the life drawing class. After becoming familiar with their materials, students are encouraged to begin work in this most interesting branch of Representative Art. The models are posed to help the pupil in the study of both composition and illustrations, and studies are produced in all the different mediums—oil, water color, chalk, pastel, pen and ink, charcoal, and clay. Quick sketching is practiced frequently, and is most beneficial for all students; and for those making a specialty of illustration, it is essential training in character drawing.

III. Clay Modeling.—Clay modeling is taught by the use of casts and living models. Casts are used as models for the beginner; and as skill is gained, work from the life model is encouraged.

IV. Etching.—A studio well equipped with a hand press and all the conveniences for etching enables the advanced student in drawing to apply this knowledge in a practical way and to enjoy this most fascinating and attractive form of Art. The beauty of line and tone is expressed in landscapes as well as in sketches from the life model, the colored inks giving a charm and variety to the many prints made from one plate.

V. Pen Drawing.—Pen drawing is of special use to those desirous of becoming illustrators. A good foundation in drawing and values is necessary. Use is made in this class of casts, still life, flower studies, and costumed models.

VI. Outdoor Sketching.—The campus offers ample opportunities for outdoor sketching. Application is made of the principles of composition, values, perspective, and color.

VII. Design.—One day in each week instruction is given in the fundamental principles of design. The study tends to develop original thought, stir up latent ideas, and induce activity of the imagination. This training is prerequisite to any form of Art expression, and therefore is required of all Art students.

VIII. China Decoration.—China painting may be undertaken by those who are sufficiently prepared in drawing and design. Students capable of passing an examination in drawing will be excused from further work in this line. The study of design is required in all classes.

IX. Pottery.—The workers at this craft find all the facilties for producing a high grade of Pottery. The ware is made in all the various ways known to the potter, hand-built, poured, thrown, and turned. The decoration and glazing is an exercise of the taste and ability of the student.

While beginners are furnished with a good clay, carefully weighed and mixed in the Pottery, and a well-fitted glaze which gives satisfac-

tory results, ample opportunity is given for any student who desires to make a thorough study of both clays and glazes.

A large, two-burner, Revelation Pottery Kiln is used for firing.

An Electric Motor supplies the power for throwing and turning wheels, and a pebble mill for the grinding of glazes. An air tank carrying a hundred pounds' pressure provides, by use of the sprayer, an easy and simple method of applying the glazes.

These appliances, with all the numerous tools, plaster boxes, slabs, setters, etc., furnish a well-equipped studio that could not fail to delight a Potter.

IV. CONSERVATORY OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music; it offers to music students what all of them need—supplementary work in English, French, German, and Literature. The "mere musician," the talented player or singer who lacks general education, will be to-morrow more than ever before at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede, but should continuously accompany, musical studies; and schools of music are seeking what we have already at hand—intimate affiliation with literary classroom work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician. Our musical faculty is now probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers. No novices are employed. Pianoforte, Voice,

Violin and other stringed instruments, Pipe Organ, Theory, Harmony, Composition, the History and Literature of Music, Interpretation, Ear Training, Sight Reading and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student, and Artist Recitals—all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere is possible nowhere except in a large school where musical education is seriously undertaken by a faculty composed of tested professional musical educators. Frequent student recitals are given, as are recitals and lectures by the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city. Certificates and diplomas are conferred for finished work in this school.

Boarding students specializing in Music, Art, Expression, or Home Economics are required to take at least one literary course.

Theory is required of all music students in the boarding department who have not previously completed the equivalent of Theory I. Credit for Theory I, if taken elsewhere, will be granted only on the basis of an examination. Those who have such credit must select one of the following: Theory, Harmony, Counterpoint, History and Appreciation of Music, Ear Training, Pedagogy.

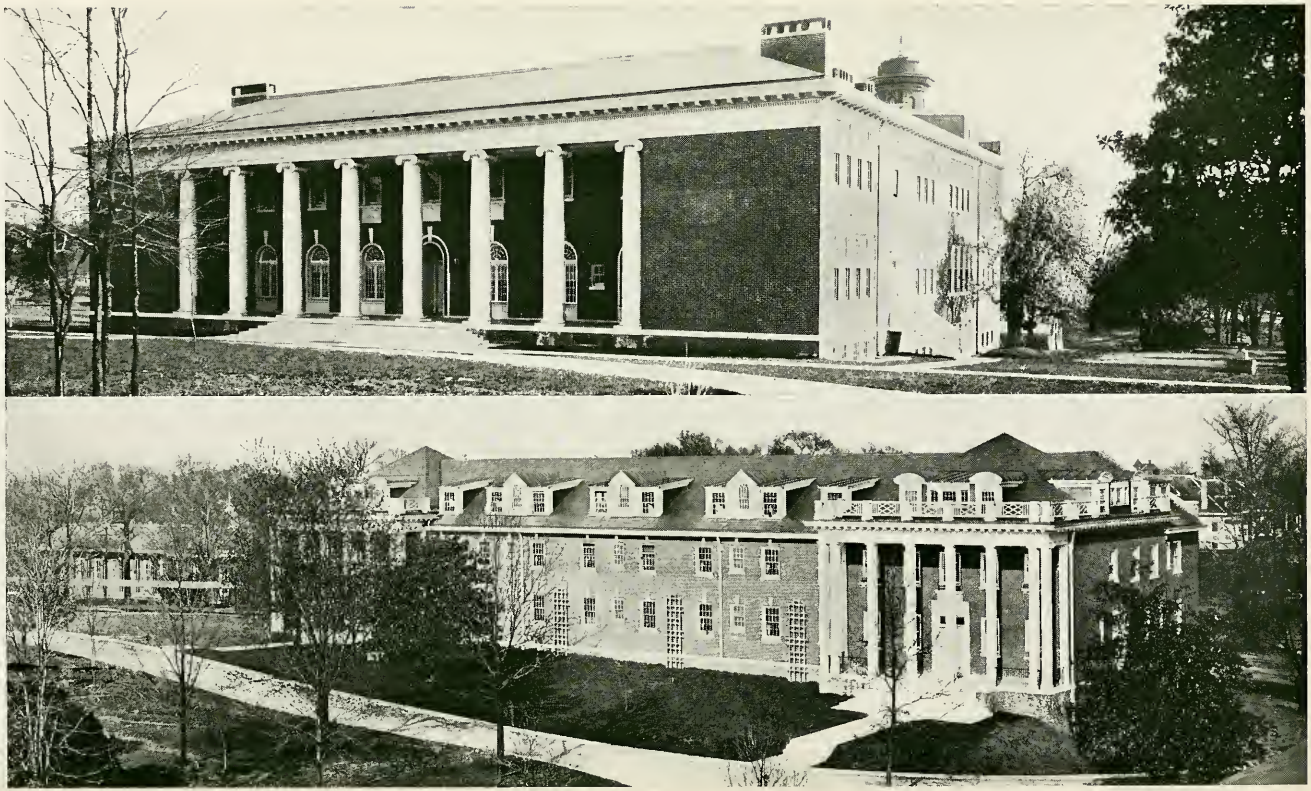
Our special Music Catalogue gives full information.

CURRICULUM OF THE CONSERVATORY OF MUSIC

Requirements for Teachers' Certificate in Piano

Technic.—1. Major Scales (minimum speed, four notes to M.M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion.

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel and contrary motion; Thirds; Sixths; Tenths.



Academic Building

Pembroke Hall

3. Diatonic and Chromatic Scales in velocity, in varied rhythms, and illustrative of the legato, staccato, and portamento touch; Arpeggios in combined rhythms; illustrations of musical embellishments.

4. Chords: Major, Minor, and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves. Patterns of harmonic successions modulating through all keys.

5. Arpeggios in various forms and harmonic successions.

6. Double Thirds: Major and Minor Scales (each hand alone).

7. Octaves: Scales and Arpeggios in various touches and rhythms.

History.—The candidate must have had two years in Music History, must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations, and must be able to outline satisfactorily the evolution of the piano, piano literature, and piano technic.

Harmony.—The candidate must be able to harmonize any figured bass or any melody; to extract the figured bass from two classical compositions—one to be a slow, the other a fast, movement from a Mozart or Beethoven Sonata; to modulate between any two keys by various means; and to transpose any hymn or any ordinary composition.

Repertoire (not necessarily memorized).—Two complete Sonatas of Beethoven, one of which the candidate must have prepared independently; eight other movements selected from the more difficult Sonatas of Mozart and Haydn; one slow and one fast Concerto movement; more than half of Bach's Two-Part Inventions and four of his Three-Part Inventions; also most of Haberbier, Op. 53; selections from Mendelssohn and Schumann; also from Chopin's Preludes, Mazurkas, Nocturnes, and Valses; Cramer Studies, and Czerny, Op. 740; and six recital pieces of about the fourth grade. These may be presented in four divisions and during two successive sessions.

Sight Reading.—The candidate must be able to play at sight the easier selections from Mozart's and Haydn's Sonatas and Mendelssohn's Songs Without Words; accompaniments for advanced violin and vocal music; any part of moderately difficult works arranged for piano ensemble.

Pedagogy.—The candidate for Teachers' Certificate in Piano must have had two years in Pedagogy, and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory, and fundamental harmony; also to assign studies and pieces to students of various grades. The candidate must be able to discover in the playing of pieces incorrect notes, rhythm, fingering, phrasing, and pedaling.

English.—The completion of English IV. or its equivalent is required of all candidates for Certificates in the Conservatory of Music.

Candidates for the Teachers' Certificate in Piano must announce themselves to the Director of Music at the opening of the year, and, in addition to regular work under their respective teachers, are required to take with him a year's course of at least one lesson a week in Interpretation and Technic.

REQUIREMENTS FOR CERTIFICATE IN PIANO

Technic.—1. Major Scales (minimum speed, four notes to M.M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion (speed, four notes to M.M. 104).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed, four notes to M.M. 104).

3. Diatonic and Chromatic Scales, in varied rythm; also scales illustrative of the legato, staccato, and portamento touch.

4. Chords: Major, Minor, and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms on Major and Minor Triads; Dominant and Diminished Seventh Chords.

6. Double Thirds: Major Scales (each hand alone).

7. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the construction of Triads and Seventh Chords, their inversions and thorough bass figures. The candidate must be able to recognize, by sound, fundamental position of Triads and Dominant Sevenths, and to transpose any succession of Triads (not containing a modulation).

History of Music.—The candidate for the certificate must have had one year of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns; either part of a moderately difficult duet (Kuhlau or Diabelli Sonatas, for instance); accompaniments for moderately difficult songs or violin solos.

Repertoire (not necessarily memorized).—One complete Sonata consisting of three or four movements; four other standard classical pieces or movements from Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; six polyphonic pieces, two of which to be Three-Part Inventions; selections from Mendelssohn's Songs Without Words, Chopin Preludes and Mazurkas, Haberbier and Cramer Studies; all to have been studied within two successive sessions.

Memorized Repertoire.—The candidate for the certificate must have at least six solos, one of which shall be strictly classical, one polyphonic, and four either semiclassical or modern, all to have been acquired within the session preceding examination.

Sight Singing.—The candidate for certificate must have had one year in Ear Training and Chorus work.

Pedagogy.—The candidate must have had one year in Pedagogy.

English.—The completion of English IV or its equivalent is required of all Candidates for Certificates in the Conservatory of Music.

Requirements for Certificate in Violin

Technic.—1. Major Scales, two and three, and Minor Scales, two octaves (minimum speed, four notes to M.M. 100).

2. Scales illustrative of legato, spiccato, martele, staccato, and long-held tones, crescendo and decrescendo.

3. Arpeggios: Grand, two and three octaves; various rhythms and bowings.

4. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight Duets by Pleyel, Mazas, or Sonatas of the same grade of difficulty.

Memorized Repertoire.—The candidate must have at least six solos, representative of Grades IV and V, one of which must be a principal movement (first or last) of a Concerto by Rode, Kreutzer, Viotti, de Beriot, or another of equal standard; but all to have been acquired within twelve months preceding examination.

Repertoire (not necessarily memorized).—One complete Sonata by Nardini, Tartini, or other classic composer; four other standard classical pieces or movements from Sonatas or Concertos, one of which must have been prepared by the candidate without assistance from any source; ten smaller concert pieces; and selections from Studies by Mazas, Dont, and Kreutzer; all to have been studied within two successive sessions.

The candidate must have studied Mazas, Op. 36, Vols. I and II, Dont (preparatory to Kreutzer), and Kreutzer Studies.

The requirements in Harmony, History of Music, Pedagogy, and English are the same as in Piano.

The candidate must have attended orchestra or ensemble practices for at least one session, must be able to play on the piano accompaniments to solos of moderate difficulty, and must have finished the second grade in Piano.

Requirements for Certificate in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for the Certificate in Voice must be able to sing: The Major Scale and the Melodic Minor Scale upward or downward from a given tone; exercises for the flexibility of the voice (diatonic progressions on Major Scales), four notes to M.M. 92; Arpeggios on Major and Minor Triads within the compass of a Tenth; any Major, Minor, or Perfect Interval above or below a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Major Scales; (b) Crescendo and Diminuendo on single tones; (c) Fundamental Phonetics; (d) the art of singing Recitative.

The Memorized Repertoire must contain at least six solos, one of which must be from Opera and one from Oratorio, and the others to be of like standard, all to have been acquired within the session preceding examination. The candidate must be acquainted with two standard Oratorios and one Opera, and must be able to sing, not necessarily from memory, any of the solos suited to her voice. The requirements in Harmony, History of Music, Sight Singing, Musical Vocabulary, and English are the same as in Piano. The candidate must be able to sing at sight any part of a given hymn, any song not containing distant modulations; must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the second grade in Piano. The candidate must have had one year in Pedagogy.

Requirements for Certificate in Organ

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ and that the minimum speed for pedal technic is considerably lowered.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the construction of Triads and Seventh Chords and their inversions; and must be able to harmonize figured basses or given melodies, both in writing and at the keyboard; to modulate between related keys; to recognize, by sound, fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads and Dominant Sevenths (not containing distant modulation).

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns, and arrange and register them suitably for congregational singing; moderately difficult accompaniments for anthems and solos; short trios for two manuals and pedals; to transpose a hymn or chant one tone above or below the original key; to play at sight a quartet in vocal score, four staves in G and F clefs.

Repertoire (*not necessarily memorized*).—Easier Preludes and Fugues of Bach; one Prelude and Fugue and one Sonata of Mendelssohn; one complete Sonata of either Guilmant, Merkel, or Rheinberger, and to have been prepared independently; selections from "Church and Concert Organist," by Eddy, and from the "Chorals," by Rinck and Bach; ten standard compositions, five of which must be by American composers; all to have been studied within two successive sessions.

The requirements in History of Music, Sight Singing, Pedagogy, and English are the same as in Piano.

REQUIREMENTS FOR GRADUATION

Requirements for Graduation in Piano

Technic.—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, four notes to M.M. 144); Thirds; Sixths; Tenths. Contrary motion (speed, four notes to M.M. 112).

2. Diatonic and Chromatic Scales in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

3. Chords: Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; all with added octaves.

4. Arpeggios on Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; in all positions.

5. Double Thirds and Sixths: Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggios of Major and Minor Triads and Chords of the Seventh.

Harmony.—The candidate for graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of Sevenths, Chords of Ninths, and augmented Chords in compositions; to recognize by sound all kinds of Triads and their inversions, the Dominant Seventh and its inversions; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music.—The candidate for graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for graduation must be able to play at sight most of Mozart's Sonatas and the easier ones of Haydn.

Repertoire (not necessarily memorized).—One movement from a standard Concerto; two complete Beethoven Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; one Prelude and Fugue from Well-Tempered Clavichord; standard selections from Chopin, Schumann, Liszt, and modern composers; all to have been studied within two successive sessions.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a standard Sonata or a movement from a Concerto; two shall be polyphonic pieces; and of the remainder, some shall be semiclassical and some romantic; all to have been acquired within the session preceding examination.

Sight Singing.—The candidate for graduation must have had two years in Ear Training and Chorus work.

Pedagogy.—The candidate must have had two years in Pedagogy, and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory, and fundamental harmony, and assign studies and pieces for students of various grades.

Candidates for graduation in Piano must announce themselves to the Director at the beginning of the year, and, in addition to regular work under their respective teachers, are required to take with him a year's course of one lesson a week in Interpretation and advanced Technic.

Requirements for Graduation in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for graduation in Voice must be able to sing: Major and Minor Scales (harmonic and melodic) upward or downward from a given tone; exercises for the flexibility of the voice (trills and diatonic progressions on Major Scales), four notes to M.M. 120; Arpeggios on Major and Minor Triads and Dominant Seventh Chord within the compass of a Twelfth; above or below a given tone any Perfect, Major, Minor, Diminished, or Augmented Interval; also the Chromatic Scale upward or downward from a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Scales and Arpeggios; (b) Crescendo and Diminuendo on single tones and scales; (c) Phonetics applied in several languages; (d) the art of singing Recitative.

The Memorized Repertoire must contain at least ten solos, chosen from Grand Opera, Oratorio, German Lieder, and others of like standard, all to have been acquired within the session preceding examination. The candidate must prepare a classic Aria independently, and also be acquainted with six Oratorios and two Operas, and be able to sing any of the solos suited to her voice. The candidate must have had two years in Pedagogy, and be prepared to demonstrate lessons in voice placing, breath control, and phonetics, and assign studies and songs to students of various grades.

The requirements in Harmony, History of Music, Sight Singing, and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a hymn, any song not containing distant modulations, and be able to play hymns and accompaniments to more advanced songs on the piano.

The candidate for graduation in Voice must have finished the fourth grade in Piano.

Requirements for Graduation in Violin

Technic.—1. Major Scales, two and three octaves, and Minor Scales, two octaves (minimum speed, four notes to M.M. 120); Minor Scales also in three octaves, not necessarily so fast.

2. Scales illustrative of legato, spiccato, martele, and long-held tones, crescendo and decrescendo.

3. Major Scales in varied rhythms and bowings.

4. Scales, one octave, in Thirds, Sixths, and Octaves.

5. Arpeggios: Grand, two and three octaves; various bowings.

6. Arpeggios on Dominant and Diminished Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight Sonatas by Haydn and Mozart, the less difficult Sonatas by Beethoven, and other violin music of similar grade.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a principal (first or last) movement of a modern Concerto, one shall be a large concert piece, and one a principal movement of a Bach Sonata for violin alone; of the others, some shall be classical or semiclassical and some romantic; all to have been acquired within the session preceding examination.

Repertoire (not necessarily memorized).—One movement from a standard Concerto; one complete Bach Sonata for violin alone; two complete Sonatas by Handel, Vitali, Nardini, or other composers of the classical school, one of which the candidate must have prepared without assistance from any source; ten smaller Concert pieces and selections from Studies by Kreutzer, Rode, Fiorillo, and Gavinies. All to have been studied within two sessions.

The candidate must have studied Kreutzer, Rode, Fiorillo, and Gavinies.

The requirements in Harmony, History of Music, and Pedagogy are the same as in Piano.

The candidate must have attended orchestra and ensemble rehearsals for at least one session, and must be able to play on the piano accompaniments to more difficult solos.

The candidate for graduation in Violin must have finished the fourth grade in Piano.

Requirements for Graduation in Pipe Organ

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ. The minimum speed for pedal technic (Scales and Arpeggios) is considerably lowered.

Harmony.—The candidate for graduation must be thoroughly familiar with all kinds of chords; be able to harmonize any figured bass or any given melody; to modulate between any given keys in various ways; to improvise preludes and interludes freely or upon a given theme; to transpose any hymn or any ordinary composition not containing distant modulations; to recognize by sound all kinds of Triads and their inversions, and the Dominant Seventh and its inversions.

Sight Reading.—The candidate must be able to play at sight trios of intermediate grade for two manuals and pedals; short selections of vocal score in four staves in C, G, and F clefs; to transpose a short passage in reduced score to any key within a Major Third above or below the original; to make an effective adaptation of piano accompaniment.

Repertoire (not necessarily memorized).—Two advanced Preludes and Fugues of Bach; one complete Sonata of either Rheinberger, Mendelssohn, Merkel, Guilmant, and to have been prepared independently; a Symphony of Widor or Lemare; Concertsatz No. 2, by Thiele; ten standard compositions, five of which must be by American composers; all to have been studied in two sessions.

History of Music.—The candidate for graduation must have had two years of History of Music and Pedagogy, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

HISTORY AND APPRECIATION OF MUSIC

Course I.—This course, dealing with the evolution of music and offering invaluable aid to musical understanding and appreciation, is designed to acquaint the student with the most important events in the progress of the art and to show its relation to the kindred arts. The work consists largely of lectures, supplemented by material from text, collateral reading, notebook work, reports and digests of lectures upon related musical topics. The following subdivisions are considered: Pre-Christian Music; the Christian Era to the Contrapuntal Schools; from Lasso and Palestrina to Handel and Bach; the Contrapuntal, Classical, Romantic, and Modern Schools of Composition. Numerous illustration are given in the classroom by members of the Faculty and by means of sound-reproducing mechanisms. Lectures upon the following subjects are also included: "How to Listen to Music," "The Sonata Form," "The Symphony Orchestra," "The String Quartet."

Open to students above the Sophomore year. Two periods a week.

Course A.—This is a continuation of the first-year course. A more extended and critical survey of the music by the great masters of the nineteenth century is made, and the tendencies of present-day musical art are considered at length. Special emphasis is placed upon a more elaborate study of the Opera and the modern schools of composition. In addition to a critical and biographical study, the works of the composers are considered, examined, and analyzed as regards their methods of construction. Programs of visiting artists are studied, and the subject of musical æsthetics is considered.

Open to students who have completed the first course, and by permission to any advanced music student. Two periods a week.

Course B.—This course is more especially designed to meet the needs of all students, not necessarily music students, who wish to become acquainted with the rich field of musical history, and to develop an appreciation of that which is best in musical literature. The work done is practically equivalent to that of Courses I and A.

Open to College students. No musical prerequisites. Four periods a week.

THEORY

Course I.—In order to provide fitting instruction in the first essentials of music for beginners, or pupils who have pursued musical instruction but for a short time, a special theory class is organized in which the necessary rudimentary knowledge may be acquired. The pupil is taught the rudiments of music by keyboard and blackboard work, which supplements the music lesson and greatly aids and stim-

ulates progress. A thorough knowledge of the material covered will be found of invaluable aid in many practical ways—stimulating the pupil's progress and furnishing a musical foundation, without which advancement in the acquiring of a musical education is impossible. Training is given in Notation, Signs, Scale Formation, Keys, Meter, Rhythm, etc., the aim being to familiarize the pupil with the essentials of musical knowledge.

Two periods a week.

Course II.—This course is a continuation of the first course in elementary theory. It is open, however, to more mature music students who have had no previous theory work. The work consists of material from text, music writing, dictation, ear training. The subjects include Notation, Symbols, Meter, Scales, Keys, Intervals (harmonic and melodic), Terms, Elements of Form, Embellishments, Abbreviations, etc.

Two periods a week.

HARMONY

Course A.—The following are among the subjects considered: Notation; Scales; Keys; Signatures; Classification and Measurements of Intervals; Ear Training; Triads and their inversions; Chords of the Dominant and Diminished Seventh, their inversions and resolutions: Cadences; Simple Modulations. The work consists of chord connections in three-part and four-part harmony, in close and dispersed position. Exercises in the harmonization of melodies in four parts and from figured and unfigured basses are presented. Practical applications are made at the keyboard. Simple compositions are analyzed with reference to tracing the material studied.

Open to students who have completed Theory II, and by special permission to any college students well advanced in music. Two periods a week.

Course B.—Secondary and Diminished Seventh Chords; Chords of the Ninth; Chromatically Altered Chords; Augmented Chords; Cadences; Extraneous Modulation; Suspensions; Passing and Changing Notes. Organ Point; Form, Analysis. The work consists of written exercises involving the harmonization of melodies, chorals, figured and unfigured basses; original work and the analysis of material from the great composers. Treatises referred to include those of Chadwick, Norris, Foote and Spalding, Prout, Goetschius, Jadassohn, Reber, Dubois, and others.

Prerequisite, Course A. Three periods per week.

COUNTERPOINT, FORM, COMPOSITION

Course A.—To those who have completed the regular work in Harmony a special course in Counterpoint, also in Form and Composition, is offered, and at the end of the year such pieces as are considered of sufficient merit will be performed in concert.

Two periods per week.

EAR TRAINING

Discriminative hearing is indispensable to a musical education, and must precede or accompany all lines of music study. The aim of this course is to teach the pupil to think in tones and to so train the ear and the musical feeling that one may learn to sing, name, write, and play what is heard; and to recognize and appreciate not only the melodic effects of music, but the harmonic and rhythmic also. No other branch of music study will be found so helpful in the acquiring of proficiency in reading and hearing music as that of ear training.

Two periods per week.

V. HOME ECONOMICS

Such vital and far-reaching changes have been wrought within recent years in the economic conditions of the home that a corresponding adjustment has been effected in the entire plan of education. None of these economic changes have been more vital than the raising of the standard of housekeeping to its proper place among the sciences.

The courses in Domestic Science and Domestic Art are designed to give young women such information concerning the management of the home as will enable them to regulate, comprehensively, economically, and artistically, the functions of the home, including cooking, serving, caring for the sick, marketing, menu making, food combinations and values, and to do so with absolute certainty of accurate, successful results.

A weekly class demonstration in Domestic Science is offered to all boarding students without extra charge.

HOME ECONOMICS CERTIFICATE

The Home Economics Certificate is granted upon the completion of the first two years of the course outlined below. It is intended as a practical course for students who wish to become efficient housekeepers and home makers.

HOME ECONOMICS DIPLOMA

The Home Economics Diploma is granted upon the completion of the full three-year course offered below. It is intended for students who wish to make a more thorough study of Domestic Science, Domestic Art, and kindred subjects.

DOMESTIC SCIENCE CERTIFICATE

The Domestic Science Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Science III and Chemistry B added, and all Domestic Art omitted.

DOMESTIC ART CERTIFICATE

The Domestic Art Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Art III and one Senior Middle elective added, and all Domestic Science omitted.

First Year

Domestic Science I; Domestic Art I; and the equivalent of three points, chosen from subjects offered in the Junior Middle year of the General Course.

Second Year

Domestic Science II; Domestic Art II; Chemistry A; Physiology and Hygiene; and the equivalent of one and a half points, chosen from subjects offered in the Senior Middle year of the General Course.

Third Year

Domestic Science III; Domestic Art III; Chemistry B; and the equivalent of one and a half points, chosen from subjects offered in the Senior year of the General Course.

Description of Courses in Domestic Science

Domestic Science I.—(a) *Cookery.* A study of the principles of cookery, composition, and combination of food materials. Practical and experimental work.

(b) *Home Administration and Sanitation.* The planning, care, furnishing, heating, lighting, ventilating of the home. Drainage, water supply, and disposal of waste from a sanitary standpoint. Study of home duties, division of income, making budgets, keeping of accounts, laundering.

Laboratory, two double periods; lecture, two periods, a week.

Domestic Science II.—(a) *Practical and Experimental Work in Cookery of Foods.* Planning and Serving of properly balanced meals. Study of the costs of foods and marketing.

(b) *Home Nursing.* A correct method of home care of the sick. Care of patient and room, baths and bathing, sick-room methods, contagion and disinfection, first symptoms of diseases, relief in emergencies, first aid to the injured, and bandaging.

Laboratory, two double periods; lecture, two periods, a week.

Domestic Science III.—Dietetics. Study of the proper nourishment of the individual or groups of individuals in health and disease, including a study of the human organism and its needs at each state of development. Making out of dietary standards as influenced by occupation, age, weight, size, income, and various diseased conditions. Preparing meals to meet these conditions. Food in relation

to disease, kinds of diet, invalid cookery, and preparation of trays. Reference work.

Two double laboratory periods and two lecture periods a week.

Description of Courses in Domestic Art

Domestic Art I.—(a) Instruction and practice in hand and machine sewing; the use of sewing machine and its attachments; use of commercial patterns.

Four laboratory periods a week.

(b) Lectures and discussion upon history and development of textile industries; the names, widths, and prices of textile fabrics; the use and value of cotton, wool, silk, and linen.

One lecture period a week.

Domestic Art II.—(a) Instruction and practice in pattern drafting; the cutting, fitting, and making of tailored waist, lingerie waist, simple one-piece dress, and afternoon dress.

Four laboratory periods a week.

(b) Lectures on costumes of all periods; evolution and development of various parts of costumes.

One lecture period a week.

Domestic Art III.—(a) Modeling and designing foundation patterns in paper and crinoline; the making of a simple evening dress.

Five laboratory periods a week. (Partially omitted for (b) and (c).)

(b) Lectures and demonstrations by a tailor.

Two double periods per week for five weeks.

(c) Practice in making and covering of frames; the preparation of bindings, milliner's folds, bows, ribbon flowers, etc.; making and trimming at least one hat.

Two double periods per week for six weeks.

VI. PHYSICAL EDUCATION

The building of the body, its training for both utility and grace, and its protection from disease and weakness, make the department of Physical Education one of the greatest importance. The gymnasium, the swimming pool, the tennis courts, the basket-ball, hockey and athletic fields provide ample equipment for conducting this important work. The swimming pool, twenty-three by fifty feet, is constructed of white tile, and equipped in most modern fashion for convenience and sanitation. Physical training is given free of charge to boarding students, and

is required of them for at least two periods a week in every year. A physical examination is given each boarding student at the beginning of the session, and a record is kept of the condition of the individual. From this record each student is advised as to when to take exercise, and the kind and amount best suited to her needs. All work is done under expert supervision.

The work of this school includes the various phases of Physical Education. Practical gymnastics, gymnastic games, folk dances and games, and fencing form an important part of the indoor work. The value of aesthetic dancing as a means of acquiring grace and bodily poise has been recognized of late years; hence, it is included in the course. Another and very important branch embraces practical work in outdoor games, basket ball, hockey, and field sports. Because of the greater hygienic value of outdoor exercise, fully two-thirds of the work is done in the open. Frequent opportunities are afforded for horseback riding. Throughout the department the exercises are suited to the precise needs of the individual pupil, and the constant aim is to bring each girl nearer the physical ideal.

The required work consists of two class lessons per week in Physical Training. Six class lessons in swimming are required of all students who do not swim. Fencing and æsthetic dancing are elective.

PLAYGROUND SUPERVISION

An awakened conscience relative to child welfare and a realization of the social and economic value of wholesome recreation for both young people and adults has made the playground movement one of national importance. The demand for trained workers, both voluntary and paid, in this field greatly exceeds the supply, and makes the course one of great practical value. The course embraces the History and Scope of the Playground Movement, Playground Organization, Administration and Conduct, and the Nature and Function of Play. The practical work includes Plain Sewing, Raffia Weaving, and Story-Telling; normal instruction in Folk Dances and Games; Gymnastic and Athletic Games; Athletics and Swimming.

Open to Senior Middle and Senior students. Two periods a week.

TWO YEAR NORMAL COURSE

In addition to the work outlined above, a two-years' course is offered to those who wish to specialize in Physical Education. It is open to students of the college department only, and as prerequisite a course in high-school Physics and Chemistry must have been completed.

First Year

THEORY	PRACTICE
Physiology (2)	Gymnastics
History of Physical Education (2). First Semester	Marching, Folk and Æsthetic Dancing
Personal Hygiene and Emergencies (2). Second Semester	Elementary Fencing
Principles of Voice Development (one private, three class)	Gymnastic and Athletic Games
Playground Supervision (2)	Field and Track Athletics
Chemistry of Nutrition	Swimming
	Horseback Riding

Second Year

THEORY	PRACTICE
Physiology of Exercise (3)	Gymnastics
Anatomy (2)	Marching
Advanced Hygiene (2)	National, Character, and Interpretative Dancing
Anthropometry (2)	Advanced Fencing
Sociology (4). Second Semester	Gymnastic and Athletic Games
Training in Voice and Body (one private, three class)	Track and Field Athletics
One Senior Elective	Advanced Swimming
	Horseback Riding

Points of Interest to Patrons

Sunday visiting discouraged.

Hot and cold water baths on each floor.

Well-equipped Domestic Science laboratory.

Roof garden among the recent improvements.

Borrowing and lending firmly discountenanced.

Steam heat, modern plumbing, and city sewerage.

One resident teacher for every ten resident students.

Student social rooms maintained in every dormitory.

Eighty new pianos and one Duo-Art Piano just installed.

Food and milk supplies regularly inspected by city officials.

Visitors received in the central parlors, not in residence halls.

Large, beautiful, well-lighted recreation hall recently installed.

City correspondence allowed only on written request from parents.

Students not well enough to study or recite must go to the infirmary.

Taste, economy, and propriety in dress are the subjects of constant care.

Parents are urged to discourage unnecessary changes in courses of study.

Neatness and order are expected of all students in the care of their rooms.

Gymnasium, with shower baths and swimming pool, free to all students.

Elegant, light, airy dining halls, and scientifically equipped kitchen and bakery.

Students are not to leave the campus without permission of the management.

Parents or guardians who register students accept all the conditions in this catalogue.

Sterilized, filtered water runs ice-cooled to hygienic drinking fountains on every floor.

Music teachers all conservatory trained under the best masters in America and Europe.

Chafing dishes will not be allowed in the student's room. Rooms are provided for this purpose.

Expensively maintained faculty, handsomely equipped buildings, and beautifully planned grounds.

Men callers received occasionally by written permission from parents addressed to the school.

Night study hall is open to all who wish it, and is required of those who will not study in their rooms.

Testimonials of character and health must accompany or follow each new pupil's application for admission.

The pupil's needs in personal spending money are fully met in a monthly allowance of five to ten dollars.

A tutor is provided at moderate cost for students who need coaching to enable them to keep up with their classes.

A diet table is maintained for those adjudged by physicians or the trained nurse as requiring such special care.

The management reserves the right to dismiss any pupil whose influence is felt to be bad or whose health is a menace.

Every resident student is expected to provide herself promptly with song book, Bible, and other books for regular school use.

Except when they are in the Nashville homes of near relatives, pupils from a distance are required to board in the school.

The residence halls and the academic building are entirely separate, a fact which contributes in large degree to home quiet, rest, and health.

Discipline in Ward-Belmont is simplified by a modified form of Student Government, properly safeguarded by Faculty supervision and co-operation.

Every provision against fire—regular fire drills, fire escapes, fire extinguishers, fire hose—though there is no fire in the buildings except in kitchens and bakery.

Rooms in the boarding department are assigned in the order of application, and early registration is advised. Every room was taken last year before the opening.

Windows and doors of residence halls expensively fitted with metal weather strips and copper screens, thus protecting against winter cold and summer insect annoyance.

Student body of 1915-16 representative of the best homes in thirty-four States, thus affording the broadening educational advantage of a nation-wide acquaintanceship.

For the convenience of visiting patrons, rooming accommodations are provided in a cottage adjoining the campus. The rate for room and board is two dollars per day.

With the exception of a few single rooms, which may be had at extra cost, each bedroom is for two girls, and is furnished with single beds, separate closets, and the usual other comforts.

Ward-Belmont does not lend money to students. Drafts made by students are honored by us only upon the written request from parents or guardians. No accounts should be opened in the city.

Boarding pupils are not allowed to visit in the city, except with the approval of parents and the school management. Permissions are not granted to spend the night in the city, except with near relatives.

Practically every State north of the Ohio from New York to Oregon is represented in Ward-Belmont. Climatic conditions and educational opportunities are such that nearly one-third of our student body now comes from the North.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure from the city. Parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

A modern infirmary in the main building is maintained under professional supervision, and pupils who are too ill to meet school appointments are cared for here instead of in their bedrooms. A remotely isolated hospital is also maintained on the grounds for use in case of need.

School work, missed because of absence of reasonable length, necessitated by the pupil's illness. will be made up, if possible, under the direction of Ward-Belmont teachers, at no extra charge. Work missed for other reasons will be made up under tutors, specially provided, at the pupil's expense.

All permissions of parents or guardians should be written and addressed to the management and are subject to the approval of the management. Even during the visits of parents pupils are still subject to the rules of the school, and must meet all regular classroom or studio appointments.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are not responsible for any funds or valuables not deposited in our vaults.

Several members of the household, called "Hostesses," devote their entire time each to the training of a limited number of girls in such questions as appropriateness and simplicity in dress, neatness and order in the bedrooms, and are always accessible for counsel. In a word, they undertake to perform the office of the refined mother in a Christian home.

Parents and guardians are requested to coöperate with the school in securing good regular attendance. Students should be present the opening day of school and at roll call after the Christmas holidays, and should remain for the last roll call before Christmas and until the student body is dismissed on commencement day. Much educational value attaches to the commencement season, and no student should miss any part of it.

The following thirty-four States and Mexico were represented during the past year in Ward-Belmont: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia.

Concerning Charges and Terms

In what follows we think we have named in every instance the lowest terms consistent with the accommodations, equipment, and high quality of teaching furnished. We are prepared to prove to the satisfaction of the discriminating that though Ward-Belmont is not "a cheap school," it is, in the class to which it belongs, not by any means "an expensive school." While the rates are not appreciably higher than were those of Ward or Belmont, our building equipment and pay roll are nearly double those of either school. The charges are for the whole school year, and reductions cannot be made if the patron or the student for any reason, except the long illness of the girl herself, concludes to withdraw during the year. A school is not like a hotel—vacated rooms cannot be filled during the term; and when a patron contracts for a room, he expects to keep it for the year, and would have just ground for protest if it were taken from his daughter without good cause. As Ward-Belmont's rooms are much in demand before the opening, and as applicants who would take the rooms for the whole year are often crowded out by previous applicants, it is neither ethically nor legally right for an earlier successful applicant to withdraw and expect the return of fees paid or due. The vacant room becomes a loss to the school, and the fixed charges continue—teachers' salaries, heat, light, service, interest charges on a large investment, etc., etc. Hence, in accordance with the uniform custom of other reputable schools, pupils are received for the entire session or part of session unexpired at time of entrance. No reduction will be made for time lost at Christmas or during the first or last six weeks of the term; nor will reduction be made for absence during other periods, unless the student is absent on account of her own illness and for at least six

weeks, when we shall divide equally with the patron the loss for the enforced absence.

Ward-Belmont has no "confidential terms," no "lower rates," and nobody is authorized to negotiate with prospective patrons except upon the exact figures and terms named in this Catalogue.

EXPENSES AT WARD-BELMONT, NASHVILLE, TENN.

The school year consists of one term, beginning September 20, 1916, and ending May 31, 1917, with a *Christmas vacation of approximately two weeks, and the charges here named are for the whole year. While the entire year's expenses are due and payable on or before the opening day of school in September, for the convenience of patrons we accept the amount in two payments, as explained below.

An advance registration fee of $25 should be forwarded with the application, which amount will be credited on the first payment on entrance.

Board, room with bath on the hall, electric light, steam heat, servants' attendance, tuition in two or more subjects in the Literary Department (including Latin, French, German, Spanish), weekly class training in Poise and the Speaking Voice, weekly class demonstrations in Domestic Science or Interior Decoration, Physical Education, Swimming, use of Library, two girls in a room, each occupant.....$450 00

Due on entrance, but payable $325 on September 20, 1916, balance on January 1, 1917.

Board, etc., as above, in rooms in suites of two with private bath, or in the corner rooms of the main building with bath on the hall, two girls in a room, is $500 for each girl, of which $350 is payable on entrance.

†Single rooms in suites of two with private bath, one girl in a room, are available at $550 for board and literary tuition, of which $375 is payable on entrance.

Double rooms with private bath (not in suites), two girls in a room, are available at $550 for each girl for board and literary tuition, of which $375 is payable on entrance.

A few single rooms with private bath (not in suites) are available for one occupant at $600 for board and literary tuition, of which $400 is payable on entrance.

---

*The school buildings are closed during the Christmas vacation, but provision is made for the board and care of pupils during this period at $10 a week.

†These single rooms, when two girls occupy each of them, as they may easily do, may be had without extra charge, each occupant paying $450 for board and literary tuition.

A few corner rooms with private bath (not in suites), two girls in a room, are available at $600 for each girl for board and literary tuition, of which $400 is payable on entrance.

Students who take work in two or more extras (the equivalent of at least two points—see page 37) and cannot find time in addition for more than the one required Literary subject will be credited with $25 on either of the above-mentioned sums for "board, etc."

Clergymen in active ministerial work are allowed a discount of sixty dollars on the regular course and twenty per cent on extras.

Each of the above-named fees for board and tuition includes Physical Training, so necessary to health, and the modern languages—French, German, and Spanish—all of which, in practically all other schools, are charged for as "extras." Swimming, generally an "extra" elsewhere, is also included without extra cost, as are weekly class lessons in Poise and Speaking Voice and weekly class demonstrations in Domestic Science and Interior Decoration—valuable additions to the Ward-Belmont general curriculum. Our purpose is to reduce the number of "extras" by including in the curriculum without extra charge subjects usually required for graduation and many beneficial to all students. It is thus evident to one considering these features and the vast additions made to equipment and Faculty during the last few years that the charge for boarding students is remarkably reasonable. It is the policy of Ward-Belmont to include in the regular charge abundant provision for health in physical culture, every literary requirement for graduation, and the essentials for a broad culture. The charges listed below under "Extras" are made for those who wish to specialize in the subjects named or to supplement their work along those lines.

THE OTHER FEES REQUIRED

Due on Entrance

*Star Entertainment Course	$ 6 00
Infirmary fee, simple medicines and nurse's attention (except when a special attendant is necessary)	4 00
Use of house linen (see page 19)	6 00

EXTRAS (IF TAKEN)—CHARGES PER SCHOLASTIC YEAR

Due September 20, 1916, but payable three-fifths on entrance, balance on January 1, 1917.

Piano, individual lessons, two per week	$100 00
Piano, individual lessons, two per week, with the Director	150 00
Voice, individual lessons, two per week	100 00

*In addition to the several really great concerts and lectures which may be heard in Nashville during the year, Ward-Belmont will present to its students during the session ten or more entertainments at a cost of $3,000 to $5,000, embracing some of the best in Music, Art, Expression, and Literature. This small fee will enable the students to hear these entertainments at a rate much lower than if they paid for individual tickets.

Voice, individual lessons, two per week, with the Dean	$140 00
Use of practice piano, one and one-half hours per day, per year (each additional hour, $10)	15 00
Violin or Cello, individual lessons, two per week	100 00
Orchestra class, free to violin pupils	20 00
Theory, Ear Training, or History of Music	10 00
Harmony and Musical Pedagogy, in class, each	25 00
Harmony, individual lessons, two per week	80 00
Pipe Organ, two lessons per week	140 00
Practice on practice Organ, one period per day, per session	25 00
Practice on large Organ, one period per day, per session	40 00
Domestic Science, one course	65 00
Materials used in Domestic Science, each course, per year	10 00
Domestic Art, one course	50 00
Art, including all branches, two periods per day (extra periods, per week, each $15)	90 00
Arts and Crafts, four hours per week, per year	50 00
Italian and Greek, each	40 00
Expression, five periods per week	100 00
Playground supervision	30 00
Shorthand and Typewriting, with use of typewriter	75 00
Bookkeeping, in classes of six or more	50 00
Laboratory fee, for students of Chemistry, $10; laboratory fee, for students of Biology or Physics (Extra charge for unnecessary breakages or wastefulness.)	5 00
Laboratory fee for students in Pottery or Clay Modeling	5 00
Laundry within liberal, but specified, limits	16 00
Graduation fee	10 00
Certificate fee	5 00

Pupils enter for the entire session or part of session unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, except in cases of the protracted illness of the student herself, when the loss will be shared equally with the patron if the illness has kept the student for six weeks or more out of the school building.

School bills are due on entrance and on January 1, and are subject to sight draft after these dates.

For special booklets of the Schools of Music, Expression, Art, or Home Economics, or for a book of Ward-Belmont Views, address

THE WARD-BELMONT SCHOOL,
Belmont Heights, Nashville, Tenn.

Ward-Belmont Matriculates, 1915-1916

College Students

SENIOR CLASS

Adickes, Audrey.....Texas
Aikins, Madeline.....Missouri
Alford, Sara Elizabeth.....Tennessee
Barker, Ama.....Kentucky
Beasley, Chita.....Tennessee
Beasley, Susie Mai.....Tennessee
Becker, Mildred A.....Ohio
Blake, Auban.....Texas
Boston, Susie.....Kentucky
Brower, Eva Lea.....Tennessee
Clover, Mary A.....Ohio
Cockrill, Mary Harris.....Tennessee
Craig, Annie Louise.....Texas
Crowley, Archie.....Texas
Douglas, Alberta.....Tennessee
Eckhardt, Elsa.....Ohio
Ely, G. Miriam.....Missouri
Furbee, Margaret.....West Virginia
Grainger, Kate.....Tennessee
Gregory, Joyce.....Tennessee
Harvey, Sylla.....Tennessee
Hickman, May Spencer.....Tennessee
Jaenke, Erma M.....Louisiana
Jordan, Judith.....Illinois
Killebrew, Martha.....Tennessee
Landers, Berenice.....Missouri
Landis, Lucile.....Tennessee
McBride, Frances.....Texas
McClure, Eunice.....Missouri
McManus, Lois Marie.....Tennessee
Miller, Charlotte H.....Pennsylvania
Miller, Edith Leila.....Texas
Moore, Annette.....Texas
Moore, Mabelle.....Alabama
Morrow, Dorothy.....Oklahoma
Mulliken, Frances Marie.....Indiana
Overstreet, Ethel.....Florida
Palmer, Cora.....Tennessee
Peterson, Lucile.....Mississippi
Price, Mildred Velma.....Illinois
Pruett, Mary Elizabeth.....California
Rebman, Mamie.....Alabama
Reddy, Kathryn.....Kansas
Richolt, Pauline K.....Texas
Rosendale, Sadie Marie.....Ohio
Schlanger, Ethel.....Kansas
Simmerman, Winnie Davis....Kentucky
Sims, Sue.....Mississippi
Street, Frances G.....Kentucky
Swartzbaugh, Mildred Blackford...Ohio
Walker, Thelma.....Texas
Wall, Fay S.....Texas
Wallace, Helen.....Missouri
Ward, Anna.....California
Ward, Elisabeth L.....Texas
Wells, Louise Elizabeth.....Missouri
Whitesell, Jessie L.....Tennessee
Wolfe, Mary Elizabeth.....Texas
Wright, Esther E.....Iowa
Young, Lenore.....Texas

SENIOR MIDDLE CLASS

Adams, Cecilia A.....Texas
Anderson, Mary Van R.....Illinois
Armistead, Louise.....Tennessee
Barnett, Mary.....California
Barton, Carrie.....Tennessee
Baughman, Mary R.....California
Beal, Elizabeth.....Texas
Bicknell, Helen Chase.....Nebraska
Biddle, Helen L.....Ohio
Brower, Lillian L.....Tennessee
Brown, Amelia.....California
Brown, Louise.....Alabama
Bryant, Ola Maie.....Tennessee
Buol, Katherine Magdalene.Connecticut
Burns, Nell.....Virginia
Burton, E. Josephine.....Tennessee
Burts, Bess.....Texas
Butz, Ada M.....Illinois
Buzbee, Martha.....Arkansas
Byars, Ethlene.....Kentucky
Calderwood, Helen.....Iowa
Calderwood, Ruth.....Iowa
Capron, Lillian.....Illinois
Carl, Mary E.....Ohio
Carpenter, Ellen.....Arizona
Certia, Evelyn M.....Indiana
Clement, Louise.....Kentucky
Cleveland, Eunice Eli.....Tennessee
Collins, Louise.....Ohio
Cooper, Juanita.....Tennessee
Coyne, Mary Louise.....Missouri
Cruse, Ruth.....Texas
Dann, Alice Louise.....Tennessee
Darnall, Lela Marie.....Kansas
Davenport, Lilla.....Tennessee
Davis, Bertiedean.....Tennessee
Davis, Lucile.....Texas
Downing, Grace.....Oklahoma
Driver, Virginia.....Arkansas
Dulin, Nell.....Kentucky
Eisner, Katharine.....Illinois
Evans, Frances Grace.....Kansas
Fast, Mary Catherine.....Iowa
Faust, Mary H.....Indiana
Forgy, Ruby.....Kentucky
Foster, Susan.....Missouri
Frazier, Louise Douglas.....Tennessee
Frist, Mary Louise.....Mississippi
Fulkerson, Lucile.....Missouri
Gammon, Betty.....Missouri
Garber, Bertha.....Virginia
Garth, Sadie.....Tennessee
Gerlach, Louise.....Oklahoma
Gibbs, Bexie.....Texas
Gibbs, Marietta R.....Illinois
Goepper, Dorothy.....Indiana
Hackman, Dorothy.....Illinois
Hagerty, Flossie.....Alabama
Hall, Virginia.....Kentucky
Hainline, Kathryn.....Illinois
Hawes, Florence.....Georgia
Head, Mabel.....Kentucky

The Senior Class corresponds to the Sophomore Class of a standard College; the Senior Middle, to the Freshman.

The Junior Middle Class corresponds to the fourth year of a standard High School; the Junior, to the third High-School year; the Sophomore, to the second year; the Freshman, to the first year.

Irregular Students are those taking one or more Literary Courses while working in the schools of Music, Art, Expression, Physical Culture, and Home Economics.

Special Students are those who do not take any Literary studies. They are all Day Students who come from the city for work in the special schools named above.

Hegel, Henrietta C.....New York
Hoffman, Myrtle.....Colorado
Holmes, Miriam Eva.....Kansas
Hoover, Ida.....Tennessee
Irving, Virginia M.....Arkansas
Jameson, Alice K.....Kentucky
Jarrell, Ada.....Texas
Jarrell, Frances.....Tennessee
Johnson, Ophelia.....Texas
Jordan, Emily Kathryn.....Illinois
Kelley, Helen.....Tennessee
Kramer, Mary Katharine.....Ohio
Kutchler, Eula.....Illinois
Leftwich, Marion Emily*.....Tennessee
Lemley, Ruth.....Ohio
Lindsley, Henrietta.....Tennessee
McDermott, Ethel.....Arizona
McLean, Virginia.....Tennessee
McMurry, Sara.....Tennessee
Matthews, Janet.....Texas
Maxwell, Nina E.....Georgia
May, Helen Louise.....Illinois
Mayer, Lorene.....Texas
Miller, Juliette.....Texas
Mills, Edna.....Florida
Moore, Margaret E.....Texas
Moore, Vivian.....Illinois
Mundy, Lois.....Georgia
Neil, Elizabeth.....Tennessee
Orr, Martha.....Kentucky
Palmer, Doris.....Kentucky
Parker, Allene.....Texas
Parks, Allene.....Tennessee
Paterson, Agnes.....Iowa
Peagler, Myra.....Alabama
Pennewill, Josephine C.....Illinois
Perkins, Elizabeth.....Indiana
Perkins, Gertrude M.....Ohio
Postal, Geneva Alice.....Michigan
Powell, Winnie.....Texas
Ray, Lucy.....California
Reed, Catherine Jane.....Indiana
Robinson, Leila.....Alabama
Rorex, Evangeline.....Texas
Rubel, Helen.....Mississippi
Sager, Esther J.....New Mexico
Saunders, Louise.....Mississippi
Scott, Elida Weston.....Missouri
Scott, Ida Winston.....Missouri
Seagle, Margaret Ann.....Tennessee
Shackelford, Mary Martha.....Missouri
Sherrill, Grace Elgin.....Alabama
Sherrill, Claire.....Alabama
Shields, Mildred.....West Virginia
Sinclair, Frances.....Indiana
Sloan, Elizabeth K.....Arkansas
Sparks, Martha B.....Kentucky
Spicer, Eunice M.....Minnesota
Splegel, Gertrude.....Indiana
Stewart, Anna Marie.....Kansas
Sumner, Annette.....Texas
Suppinger, Lillian.....Kentucky
Swaim, Phyllis.....Illinois
Tarrant, Mildred.....Alabama
Thomson, Louise.....Alabama
Thornton, Christine.....Mississippi
Throckmorton, Myra.....Oklahoma
Tippens, Sallye A.....Tennessee
Turner, Elizabeth S.....Arkansas
Volkerding, Virginia Ruth....Kentucky
Wagner, Juanita Eugenia.....Kansas
Waldron, Ruth Allison.....Texas
Walker, Sarah Edith.....Tennessee
Walker, Katharine Kenner...Kentucky
Walker, Mary E.....Missouri
Watkins, Allene.....Texas
Weiland, Alice.....Texas
Weirick, Maud H.....Montana
Wesson, Bedie Pointer.....Mississippi
Whaley, Thelma.....Oklahoma
Wheeler, Mary*.....Tennessee
White, Gertrude.....Kansas
White, Jennie Davy.....Texas
White, Mattie.....Texas
Winn, Imogene.....Texas
Witherspoon, Dora.....Texas
Wolfe, Adelyn Jane.....Nebraska
Wright, Louise.....Arkansas
Wylie, Ida.....Alabama

IRREGULAR CLASS

Abney, Evelyn.....Texas
Akins, Bohnda Porter.....Montana
Armstrong, Priscilla.....Arkansas
Ayers, Nell V.....Georgia
Barton, Hattie.....Tennessee
Biggers, Elizabeth.....Mississippi
Blackman, Mary Book.....Tennessee
Botts, Fay.....Texas
Breckenridge, Lorena.....Missouri
Breckenridge, Mattie.....Missouri
Brown, Daisy.....Texas
Brown, Esther.....Indiana
Cameron, Helen Margaret.....Illinois
Cockrill, Mary Harris.....Tennessee
Corsbie, Ethyl.....Alabama
Cruse, Jack.....Texas
Daniels, Aline.....Florida
DeShazo, Madeline.....Alabama
Dickins, Miriam Alexander....Arkansas
Dickson, Loucile.....Texas
Edwards, Helen.....Texas
Farrow, Martha Lee.....Alabama
Foster, Arabelle.....Missouri
Gallaher, Beatrice.....Tennessee
Gausepohl, Marie.....Indiana
Gerlach, Marie.....Oklahoma
Gollihar, Edna.....Texas
Good, Mildred.....Illinois
Grizzell, Juanita.....Missouri
Hale, Julia Allen.....Tennessee
Hall, Hazel C.....Illinois
Hetherington, Sara Ward.....Tennessee
Hill, Dorothy.....New York
Hoffman, Bertha.....Colorado
Horst, Marie.....Indiana
Howell, Zelma Grace.....Arizona
Hudson, Besse B.....Oklahoma
Hullum, Coleen.....Oklahoma
Jenkins, Alfreda.....Texas
Kirkham, Kathryn.....Indiana
Lawrence, Ruth.....Ohio
Lewis, Lillian.....Illinois
McCluer, Mildred.....Missouri
McCutcheon, Louise.....Georgia
McInnis, Ruth A.....Mississippi
Martin, Helen.....Illinois
Middleton, Sarah.....Mississippi
Minesinger, Carlesta.....Indiana
Noojin, Marguerite.....Alabama
Patterson, Carmen.....Kansas
Peacock, Mary Alice.....Georgia
Pfeffer, Margretta.....Illinois
Preston, Lou Ann.....Missouri
Ramsey, Thelma.....Oklahoma
Rogers, Christine Maples.....Alabama
Rothe, Joanna Marie.....Texas
Sargeant, Hannah I.....Kentucky
Sharp, Edna.....Tennessee
Sloan, Anna May.....Illinois
Smith, Frances E.....Arkansas
Smith, Kathryn.....Georgia
Smith, Luruth.....Texas
Taylor, Ernestine.....Mississippi
Taylor, Ethel.....Missouri
Terry, Lucy Helen.....Texas
Tilley, Mary Earle.....Georgia
Tuttle, Gladys Marguerite.....Michigan
Waters, Lucile.....Florida
Weller, Elsie.....Missouri
Wiess, Luetta.....Texas
Wolfe, Irma V.....Nebraska
Wright, Winnifred S.....Iowa

*Deceased.

Preparatory Students

JUNIOR MIDDLE CLASS

Aikins, Charmian.....Missouri
Aul, Louise.....Tennessee
Baltzer, Thelma.....Kentucky
Benedict, Sara Louise.....Tennessee
Bierschwale, Julia.....Texas
Blair, Ione.....Tennessee
Campbell, Pauline.....Kansas
Chiperfield, Margaret..District of Col.
Coleman, Lois B.....Texas
Cooke, Rachel Divine.....Tennessee
Davies, Frances Allen.....Tennessee
Dole, Mildred H.....Indiana
Edwards, Sadie Fuller.....Kentucky
Fisher, Helen.....Tennessee
Garnett, Martha Ashbrook....Kentucky
Graham, Elizabeth.....Mississippi
Graham, Ruth.....Mississippi
Gunder, Helen.....Illinois
Hannah, Evelyn Francis.....Tennessee
Harper, Phyllis.....Illinois
Hart, Fannie T.....Idaho
Hawkins, Ruth.....Texas
Hays, Martha Houston.....Tennessee
Hicks, Frances.....Texas
Hopkins, Mary Kate.....Tennessee
House, Annie James.....Tennessee
Hudson, Katherine.....Tennessee
Hudson, Myra.....Tennessee
Humphreys, Jennie Rix.....Texas
Hunt, Aubyn.....Texas
Hutton, Violet.....Tennessee
Jenkins, Lillian M.....Illinois
Jones, Lonnie Maples.....Tennessee
Keith, Catherine.....Tennessee
Keithly, Hortense.....Missouri
Knox, Valencia.....Georgia
Kramer, Corinne.....Illinois
Lanyon, Wilma Ruth.....Kansas
McInnis, Mary Lou.....Mississippi
Magill, Sarah.....Tennessee
Mallory, Louise.....Arkansas
Mayer, Francis.....Texas
Mays, Patty S.....Texas
Ming, Martha.....Missouri
Mitchell, Hilda Carter.....Texas
Murphey, Margaret.....Mississippi
Pepper, Olive W.....Kentucky
Priest, Christine.....Tennessee
Pritchett, Margaret.....Georgia
Putnam, Annie.....Louisiana
Ray, Amelia Nell.....Tennessee
Regen, Louise.....Tennessee
Reyburn, Lillian.....Kansas
Rutherford, Lou Alice.....Arkansas
Sillers, Evelyn.....Mississippi
Smith, Damaris.....Alabama
Smith, Elizabeth.....Kentucky
Smith, Josephine.....Tennessee
Stark, Isabelle E.....Missouri
Steele, Annie Marie.....Texas
Tainter, Charlotte Elizabeth.....Illinois
Tate, Bessie Mae.....Texas
Trimble, Margaret.....Illinois
Twyman, Grace.....Texas
Twyman, Martha.....Texas
Waldron, Mary Elizabeth.....Texas
Welch, Mildred.....Kentucky
Whitson, Fanalue.....Tennessee
Whorley, Louella.....Tennessee
Wood, Doris E.....Ohio
Wootten, Corinne.....Oklahoma
Wyche, Minnie.....Louisiana

JUNIOR CLASS

Alexander, Lizzie D.....Kentucky
Atchison, Emma Morrow.....Tennessee
Barnett, Katherine.....Kentucky
Brewer, Clarence Bruce.....Texas
Burt, Alice.....Mississippi
Cannon, Christine.....Kentucky
Carter, Letitia.....Oklahoma
Conyers, Myrtle.....Tennessee
Cooke, Adelaide Divine.....Tennessee
Cooper, Margaret.....Tennessee
Cope, Elizabeth J.....Illinois
Copeland, Caroline.....Alabama
Crabtree, Corlyn.....Tennessee
DeWitt, Eunice.....Ohio
Dodson, Orlean.....Tennessee
Dutton, Marianne.....Montana
Eckles, Dorothy.....Kentucky
Foshee, Mary McGowin.....Alabama
Gary, Addie Belle.....Kentucky
Goodall, Gillian E.....Alabama
Graves, Laura.....Oklahoma
Heinl, Muree.....Indiana
Herndon, Lucy.....Alabama
Hill, Mildred.....Indiana
Hoover, Willma.....Texas
Jenkins, Anna May.....Illinois
Jones, Frances.....Montana
Killebrew, Helen Elizabeth...Tennessee
Kraft, Virginia.....Kentucky
Lewis, Marion Whitney.....Alabama
Long, Ruth.....Tennessee
Long, Seawillow.....Texas
McCrary, Bertine.....Michigan
McDonald, Bessie Ellyne.....Tennessee
Martin, Ethel Jane.....Oklahoma
Milliron, Aubrey Hutton.....Tennessee
Montgomery, Frank.....Mississippi
Moore, Dorothy Evelyn.....Texas
Moore, Elizabeth.....Texas
Morris, Anne.....Texas
Moss, Ruth L.....Tennessee
Muller, Elizabeth.....Colorado
Nathan, Pauline.....Tennessee
Newman, Helen.....Montana
Nutt, Doris.....Georgia
Patton, Jeannette.....Illinois
Pribble, Moyne.....Kansas
Richardson, Mary Emma....Mississippi
Roddy, Ellen D.....Tennessee
Rogers, Semie.....Louisiana
Rosenberg, Bernice.....Georgia
Rosenstock, Minnie.....Mississippi
Satterfield, Vera.....Tennessee
Shipp, Ruth.....Tennessee
Smith, Mildred V.....Iowa
Spellings, Carrie Mayberry.....Texas
Stande, Hilda.....Texas
Sykes, Frances Louise.....Indiana
Talbot, Gene Vance.....Tennessee
Templeton, Betty.....Texas
Thompson, Frances.....Tennessee
Thompson, Maybelle.....Alabama
Vaughn, Martha.....Tennessee
Webb, Iris.....Tennessee
Webb, Pearl.....Tennessee
Webber, Mary Temple.....Tennessee
Weber, Annie.....Tennessee
Whitesell, Lillian Byrd.....Tennessee
Williamson, Frances.....Tennessee
Yeatman, Reba Lee.....Tennessee
Zander, Beatrice.....Tennessee

SOPHOMORE CLASS

Bailey, Claire.....Tennessee
Barbee, Margaret.....Tennessee
Bates, Marie Velma.....Alabama
Berger, Selma.....Arkansas
Blake, Bessie.....Tennessee
Block, Eugenia.....Arkansas
Brahham, May Ward....South Carolina
Brobst, Dorothy D.....Illinois
Brown, Hermosa.....Missouri
Burton, Margaret.....Tennessee
Clement, Elizabeth.....Tennessee
Coggins, Elizabeth.....Tennessee
Cole, Josephine.....Tennessee
Conger, Laura.....Tennessee
Craig, Isabelle.....Missouri
Edmundson, Juliann.....Texas
Fain, Dorothy.....Tennessee
Farrar, Frances Vaughan.....Tennessee
Fleming, Minnie Luther.....Tennessee
Gatz, Gertrude.....Michigan
Graves, Tullia C.....Oklahoma
Greene, Margaret Williams...Tennessee
Guitar, Mary Elizabeth.....Texas
Hailey, Lucile.....Tennessee
Hendrick, Louise.....Tennessee
Hollinshead, Margaret W.....Tennessee
Lawnin, Charlotte N.....Illinois
Lefkovits, Zelna.....Alabama
McGee, Frank R.....West Virginia
Mahan, Vivien Lucille.....Kentucky
Mahoney, Alice.....Mississippi
Marshall, Mary Belle.....Tennessee
Merrill, Elizabeth B.....Tennessee
Murrell, Sarah.....Missouri
Orchard, Beverly.....Tennessee
Pfeuffer, Frances.....Texas
Price, Sterling.....Tennessee
Rominger, Hallie.....Texas
Saint Martin, Alice.....Louisiana
Screven, May Bond.....North Carolina
Shanks, Alma Willis.....Texas
Shropshire, Margaret.....Kentucky
Simpson, Nora Belle.....Kansas
Smith, Sara.....Georgia
Trimble, Eunice.....Kentucky
Ullmann, Janet.....Illinois
Williams, Bessie.....Tennessee
Wilton, Florence.....Illinois
Yell, Annie Lowe.....Tennessee

FRESHMAN CLASS

Adams, Dorothy Mildred.....Colorado
Ashworth, Jennie Allen.....Tennessee
Baird, Martha.....Tennessee
Bennett, Rosa Lee.....Tennessee
Bird, Laura.....Missouri
Buell, Rochette.....Tennessee
Campbell, Blanch.....Texas
Coyle, Elizabeth.....Tennessee
Cullom, Isabella P.....Tennessee
Darling, Marcelle.....Oklahoma
Dickinson, Leona.....Illinois
Eaton, Monnie Mae.....Kansas
Edwards, Gladys.....Kentucky
Gambill, Julia.....Tennessee
Garrett, Katharine.....Kentucky
Grassham, Pauline Bush.....Kentucky
Greene, Katherine Margaret.....Illinois
Hail, Avon.....Tennessee
Hall, Carrie Lee.....Tennessee
Hobbs, Virginia.....Kentucky
Holman, Lucile.....Tennessee
Hoxie, Hazel.....Michigan
Jacobs, Madeleine R.....Alabama
Lightburne, Louise.....Tennessee
Lindsley, Dorothy.....Tennessee
McIntosh, Mildred Katherine.Oklahoma
Miller, Alice Leslie.....Kentucky
Myers, Annie Sue.....Tennessee
Noleman, Irene.....Illinois
Norman, Nellie Mae.....Louisiana
Ogilvie, Eunice.....Tennessee
Raahe, Louise.....Florida
Roach, Helen.....Tennessee
Rogers, Elizabeth.....Tennessee
Schenk, Virginia.....West Virginia
Schleicher, Mary Agnes.....Tennessee
Scott, Anna Rose.....Texas
Simpson, Hazel.....Kansas
Sudekum, Sara.....Tennessee
Tillman, Kathleen.....Tennessee
Towns, Myrteil.....Texas
Walker, Rowena.....Texas
Warren, Margaret.....Tennessee
Weil, Marie.....Tennessee
Weitzel, Rose Adele.....Kentucky
White, Lula Mildred.....Texas
Wiggins, Dorothy Gertrude.....Missouri
Woodside, Margaret.....Texas
Woolwine, Mildred.....Tennessee
Young, Mabel.....Mississippi

IRREGULAR CLASS

Abernathy, Rachael.....Oklahoma
Aldrich, Caroline.....Tennessee
Ashby, Mary.....Tennessee
Baker, Oneita M.....Missouri
Bartlett, Mildred Elizabeth....Missouri
Bell, Gladys.....Florida
Blount, Exa.....Tennessee
Brackin, Ellene.....Tennessee
Bradshaw, Mary.....Indiana
Brandon, Dorothy Jean.....Tennessee
Canada, Evangeline.....Missouri
Chattin, Dimple.....Tennessee
Clements, Floy Beatrice.....Arkansas
Cotter, Essie.....Georgia
Dilworth, Alma G.....Texas
Ewing, Llewellyn.....Tennessee
Geil, Ida.....Illinois
Gilmer, Nora.....Virginia
Greene, Emaline.....Tennessee
Hawkins, Bernice.....Illinois
Hinds, Harriet.....Alabama
Johnston, Elizabeth.....Tennessee
Jones, Mayme Lorene.....Kentucky
Kerr, Genevieve.....Texas
Knight, Ruth.....Florida
Lahm, Anna Irene.....Ohio
Loewenstein, Elsie.....Tennessee
Luten, Cantie Mai.....Tennessee
McDonald, Octa.....Tennessee
McIntosh, Mae.....Oklahoma
Marks, Aimee B.....Kentucky
Martin, Ruth.....Tennessee
Mason, Josephine.....Texas
Morris, Edna Earl.....Arizona
Nixon, Luella .....Texas
Offenhauser, Marjorie.....Arkansas
Owen, Daisy Ernestine.....Tennessee
Peck, Josephine.....Texas
Person, Lucy Mae.....Arkansas
Pitts, Carolyn Flowers.....Mississippi
Prickett, Thelma.....Loulsiana
Runkie, Evelyn M.....Iowa
Smith, Bertie.....Louisiana
Smith, Mary.....Ohio
Stratton, Mary W.....Tennessee
Tarbet, Bina.....Tennessee
Thomas, Cornelia.....Tennessee
Van Ness, Lucy.....Tennessee
Weiler, Sylvia.....Missouri
Wyche, Katye.....Louisiana

Intermediate Students

Allen, Carolyn.....Tennessee
Baird, Helen Freeman.....Tennessee
Buckner, Elizabeth Jackson..Tennessee
Caruthers, Minnie.....Tennessee
Clark, Laura.....Mississippi
Cooke, Mabel H.....Tennessee
Cowden, Ruth.....Tennessee
Dudley, Trevania.....Tennessee
Duval, Margaret.....Tennessee
Eberhart, Gertrude.....Tennessee
Fithian, Elizabeth E.....Mississippi
Fuller, Elizabeth.....Tennessee
Hackett, Lyda Willis.....Illinois
Harris, Dorothy.....Tennessee
Haston, Evelyn.....Tennessee
Higgins, Katherine Hapgood..Tennessee
Higgins, Lucia Cornelia.....Tennessee
Hollinshead, Dorinda.....Tennessee
Howe, Inez Wood.....New Jersey
Howse, Martha Elizabeth....Tennessee
Hubbs, Mary Neville.....Tennessee
Jones, Ella Helen.....Oklahoma
McGill, Annie K.....Tennessee
Meyer, Bernice.....Arkansas
Ogilvie, Mabel.....Tennessee
Parman, Martha.....Tennessee
Riddle, Virginia.....Tennessee
Shwab, Emily.....Tennessee
Sparrow, Louise.....Tennessee
Trabue, Olivia Phillip.....Tennessee
Warden, Margaret Lindsley...Tennessee
Wilkinson, Jennie.....Tennessee
Williams, Marion Everly.....Illinois

Primary Students

Adams, Florence Margreth...Tennessee
Allison, Louise.....Tennessee
Blake, Mary Leah.....Tennessee
Cooke, Margaret.....Tennessee
Cowden, Mildred.....Tennessee
Derryberry, Mildred.....Tennessee
Dickinson, Helen.....Tennessee
Dickinson, Martha O.....Tennessee
Forrest, Marguerite.....Rhode Island
Hollinshead, Harriet E.....Tennessee
Hollinshead, William Henry..Tennessee
Howse, Helen.....Tennessee
Hudson, Annie Mary.....Tennessee
Lahm, Edyth Audra.....Ohio
Lain, Katherine.....Tennessee
Leonard, Jean Young.....Tennessee
Luck, Susan.....Tennessee
McGill, Stephenson W., Jr....Tennessee
Martin, Janie Baskervill.....Tennessee
Miller, Paul.....Ohio
Morelli, Whitfield.....Tennessee
Nathan, Susan.....Tennessee
Nell, Argie Sherrod.....Tennessee
Overall, Dorothy.....Tennessee
Pangiotopulos, Vasso.....Tennessee
Price, Virginia.....Tennessee
Welburn, Martha.....Tennessee
Wilson, Mary Elizabeth.....Tennessee
Yerger, Louis Buford.....Mississippi

Special Students

Allensworth, Minnie G.....Tennessee
Austin, Lizzie Lorene.....Kentucky
Ballentine, Louise.....Tennessee
Bayer, Helen Elizabeth.....Tennessee
Beasley, Emily.....Tennessee
Beasley, Marinette.....Tennessee
Bergeda, Katie.....Tennessee
Bernstein, Clarence.....Tennessee
Bernstein, Philip.....Tennessee
Bledsoe, Francis.....Tennessee
Bowers, Grace.....Tennessee
Bowles, Helen.....Illinois
Bransford, Anne D.....Tennessee
Brock, Mary Betty.....Tennessee
Brown, Mrs. W. C.....Tennessee
Buchanan, Martha Lynne....Tennessee
Buford, Mrs. Edward, Jr.....Tennessee
Burton, Mrs. James K.....Tennessee
Bush, Mackiewill.....Tennessee
Carpenter, Rachel.....Tennessee
Carter, Leah.....Tennessee
Carter, Rowena B.....Tennessee
Carter, Thomas.....Tennessee
Chapman, Ruth.....Tennessee
Clement, Rachel Lee.....Tennessee
Cohen, Hazel Lai.....Tennessee
Compton, Nell.....Tennessee
Cotton, Mary Yoxall.....Tennessee
Cowden, Eleanora W.....Tennessee
Crouch, Angie.....Tennessee
Crutchfield, Rachel.....Tennessee
Currey, Elmira.....Tennessee
Davis, Carrie Mary.....Tennessee
Davis, Sara.....Tennessee
Dennison, Mrs. A. I.....Tennessee
DePierri, Frank H.....Tennessee
Donegan, Mary Carrolle.....Tennessee
Dury, Katharine N.....Tennessee
Duvall, Mrs. Louise Butler....Tennessee
Evans, Frances.....Tennessee
Faw, Kernan.....Tennessee
Fentress, Alline.....Tennessee
Finney, Mrs. George.....California
Foster, Ruth.....Tennessee
Fry, Dora Mae.....Tennessee
Fuller, Elizabeth.....Tennessee
Fusch, Margaret.....Tennessee
Gardner, Mrs. Thomas W....Tennessee
Garrett, Mrs. Robert.....Kentucky
Gillespie, Mamie Louise.....Tennessee
Glenn, Margaret.....Tennessee
Godwin, Mittie Louise.....Tennessee
Goldner, Celia.....Tennessee
Goldner, Irene.....Tennessee
Goodpasture, Mildred.....Tennessee
Gower, Lilla Webb.....Tennessee
Grady, Edith.....Kentucky
Graham, Mabel.....Tennessee
Gray, Mildred Pillow.....Tennessee
Grimes, Dorothy.....Tennessee
Gunn, Nelle.....Tennessee
Hall, Mrs. Glenn.....Tennessee
Hall, Laura.....Tennessee
Halloran, Mary.....Tennessee
Harper, Willie.....Tennessee
Harrington, Mildred A.....Tennessee
Harris, Annie Warren.....Tennessee
Harris, Elizabeth.....Tennessee
Hart, Martha.....Tennessee
Hayes, Annie Lee.....Tennessee
Hendrick, Katheryne.....Tennessee
Hitchcock, Sara.....Tennessee
Hood, Mr. Elmo C.....Tennessee
Hopkins, Glenn.....Tennessee
Hopkins, Leslie.....Tennessee
Hopkins, Sarah.....Tennessee
House, Sarah Park.....Tennessee
James, Ruby.....Tennessee
Jennings, Gladys E.....Tennessee
Jennings, Pauline.....Tennessee
Jobling, Mrs. J. W.....Tennessee
Johnson, Elizabeth.....Tennessee
Jones, Catherine.....Tennessee
Jones, Carolyn.....Tennessee

Kadel, Ruby.....Tennessee
Kiger, Mr. Vernon.....Tennessee
Killebrew, Mary Katherine...Tennessee
King, Mary Ethel.....Tennessee
Kopp, Norma M.....Kentucky
Landis, Mary.....Tennessee
Lee, Emilene.....Tennessee
Levy, Hazel Lai.....Tennessee
Levy, Leah Belle.....Tennessee
Lewis, Gertrude.....Tennessee
Lewis, Edna Kone.....Tennessee
Loventhal, Dorothy R.....Tennessee
Lunsford, Julia.....Tennessee
McBride, Mr. Euclid W.....Tennessee
McKibbon, Maude Elizabeth..Tennessee
McReynolds, George.....Tennessee
Mahoney, Mary.....Tennessee
Manning, Clara Burney.....Tennessee
Marr, Cornelia.....Tennessee
Martin, Della.....Tennessee
Meiers, Marguerite.....Tennessee
Mendelsohn, Louise.....Tennessee
Metzger, Mrs. E. C.....Tennessee
Miller, Charlene F.....Tennessee
Minton, Carolyn Mae.....Tennessee
Mizell, Georgia.....Tennessee
Moody, Fanny.....Tennessee
Moon, Kate.....Tennessee
Morgan, Viva Grace.....Kentucky
Morse, Corinne L.....Tennessee
Moxley, Dorothy E.....Tennessee
Nellums, Edna B.....Tennessee
Nichols, Hattie.....Tennessee
Nicks, Bessie.....Tennessee
Onstott, Mary B.....Tennessee
Owsley, Ruth.....Tennessee
Parker, Fitzgerald, Jr.....Tennessee
Phillips, Mrs. J. H.....Tennessee
Phillips, Myrtle Claire.....Tennessee
Pitt, Wiletta.....Tennessee
Poindexter, Alice Marie.....Tennessee
Proctor, Jennelle.....Tennessee
Regen, Martha.....Tennessee
Rippy, Mrs. J. F.....Tennessee
Roberts, Edith S.....Tennessee
Roberts, Mary Kate.....Tennessee
Rogers, Virginia.....Tennessee
Rose, Mrs. Gennett P.....Tennessee
Sanders, Robley.....Tennessee
Savage, Leslie N.....Tennessee
Sedberry, Rebecca.....Tennessee
Simon, Hazel Lal.....Tennessee
Simon, Maron Jac.....Tennessee
Skinner, Annie.....Tennessee
Skinner, Eula Mae.....Tennessee
Smartt, Mrs. Will M.....Tennessee
Smith, Elizabeth.....Tennessee
Smith, Esther Lee.....Texas
Smith, Eudora Anderson.....Tennessee
Smith, Marie.....Tennessee
Smith, Mary R.....Tennessee
Smith, Roberta.....Tennessee
Stephens, Inez.....Tennessee
Stevens, Reba.....Tennessee
Stokes, Adrienne.....Tennessee
Stratton, Annie.....Tennessee
Stuart, Blanche.....Tennessee
Sturdivant, Daisy M.....Tennessee
Thuss, Clemence.....Tennessee
Tillman, Mary W.....Tennessee
Tinsley, Blanche.....Tennessee
Tompkins, Mrs. Anna M.....Tennessee
Trice, Bessie.....Tennessee
Truett, Gladys.....Tennessee
Turnbull, Julia.....Tennessee
Wade, Dorothy.....Tennessee
Wade, Mrs. H. W.....Tennessee
Waller, Martha N.....Tennessee
Wallis, Elizabeth.....Tennessee
Walton, Myreon.....Tennessee
Ware, Gladys.....Tennessee
Warner, Emily.....Tennessee
Warner, Percie.....Tennessee
Weakley, Martha.....Tennessee
Weakley, Venita.....Tennessee
Webster, Sarah.....Tennessee
Wheeler, Mrs. Alvie E.....Tennessee
Whitsitt, Louise.....Tennessee
Wilkerson, Dorothy.....Tennessee
Wilkes, Susan H.....Tennessee
Wilson, Florine E.....Tennessee
Yerger, Mrs. Henry.....Mississippi
Zickler, Edna.....Tennessee

Former Graduates Who Returned 1915-1916

Crawford, Jane Douglas, Expression Diploma, 1915.....Tennessee
Drake, Elizabeth J., Classical Diploma, 1915.....Tennessee
Ewell, Pauline, Classical Diploma, 1915.....Tennessee
Fry, Josephine, Piano Diploma, 1915.....Tennessee
Lilly, Grace Guerrant, General Diploma, 1915.....Tennessee
Oakes, Mrs. Laurel H., General Diploma, 1914.....Tennessee
Payne, Ethel, General Diploma, 1915.....Mississippi

Recapitulation

BOARDING STUDENTS BY STATES

Alabama	27	Minnesota	1
Arizona	4	Mississippi	25
Arkansas	17	Missouri	35
California	5	Montana	5
Colorado	4	Nebraska	3
Connecticut	1	New Mexico	1
District of Columbia	1	New York	2
Florida	7	North Carolina	1
Georgia	14	Ohio	17
Idaho	1	Oklahoma	19
Illinois	44	Pennsylvania	1
Indiana	17	Rhode Island	1
Iowa	8	South Carolina	1
Kansas	16	Tennessee	62
Kentucky	43	Texas	36
Louisiana	10	Virginia	2
Michigan	5	West Virginia	4

Boarding Students from thirty-four States..... 490

Graduates and Certificate Pupils, 1916

GRADUATES IN THE WARD-BELMONT CLASSICAL COURSE

Harvey, Sylla.....Tennessee
Jordan, Judith.....Illinois
Wall, Fay S.....Texas
Ward, Anna.....California

GRADUATES IN THE WARD-BELMONT GENERAL COURSE

Adickes, Audrey.....Texas
Aikins, Madeline.....Missouri
Alford, Sara Elizabeth.....Tennessee
Barker, Ama.....Kentucky
Beasley, Chita.....Tennessee
Becker, Mildred A.....Ohio
Blake, Auban.....Texas
Boston, Susie.....Kentucky
Brower, Eva Lea.....Tennessee
Craig, Annie Louise.....Texas
Crowley, Archie.....Texas
Ely, G. Miriam.....Missouri
Killebrew, Martha.....Tennessee
Landers, Berenice.....Missouri
McBride, Frances.....Texas
McClure, Eunice.....Missouri
Miller, Edith Leila.....Texas
Moore, Annette.....Texas
Moore, Mabelle.....Alabama
Morrow, Dorothy.....Oklahoma
Mulliken, Frances Marie.....Indiana
Overstreet, Ethel.....Florida
Peterson, Lucile.....Mississippi
Price, Mildred Velma.....Illinois
Pruett, Mary Elizabeth.....California
Rebman, Mamie.....Alabama
Reddy, Kathryn.....Kansas
Richolt, Pauline K.....Texas
Rosendale, Sadie Marie.....Ohio
Schlanger, Ethel.....Kansas
Sims, Sue.....Mississippi
Street, Frances G.....Kentucky
Swartzbaugh, Mildred Blackford...Ohio
Walker, Thelma.....Texas
Wallace, Helen.....Missouri
Ward, Elisabeth L.....Texas
Wells, Louise Elizabeth.....Missouri
Whitesell, Jessie L.....Tennessee
Wolfe, Mary Elizabeth.....Texas
Wright, Esther E.....Iowa
Young, Lenore.....Texas

GRADUATES IN THE SCHOOL OF EXPRESSION

Beasley, Chita.....Tennessee
Clover, Mary A.....Ohio
Cockrill, Mary Harris.....Tennessee
Douglas, Alberta.....Tennessee
Landis, Lucile.....Tennessee
McManus, Lois Marie.....Tennessee
Overstreet, Ethel.....Florida
Simmerman, Winnie Davis...Kentucky

GRADUATES IN PIANO

Beasley, Susie Mai.....Tennessee
Eckhardt, Elsa.....Ohio
Gregory, Joyce.....Tennessee
Hickman, May Spencer.....Tennessee
Palmer, Cora.....Tennessee

GRADUATES IN HOME ECONOMICS

Boston, Susie.....Kentucky
Crowley, Archie.....Texas
Furbee, Margaret.....West Virginia
Grainger, Kate.....Tennessee
Jaenke, Erma M.....Louisiana
Miller, Charlotte H.....Pennsylvania

FIRST-YEAR COLLEGE CERTIFICATE PUPILS

Davis, Bertiedean.....Tennessee
Driver, Virginia.....Arkansas
Hoffman, Myrtle.....Colorado
Hoover, Ida.....Tennessee
Lindsley, Henrietta.....Tennessee
Neil, Elizabeth.....Tennessee
Perkins, Elizabeth.....Indiana
Saunders, Louise.....Mississippi
Sloan, Elizabeth K.....Arkansas
White, Jennie Davy.....Texas

COLLEGE PREPARATORY CERTIFICATE PUPILS

Blair, Ione.....Tennessee
Keithly, Hortense.....Missouri
Hopkins, Mary Kate.....Tennessee
Murphey, Margaret.....Mississippi
Smith, Elizabeth.....Kentucky
Twyman, Grace.....Texas
Twyman, Martha.....Texas

PIANO CERTIFICATE PUPILS

Armstrong, Priscilla.....Arkansas
Cotton, Mary Yoxall.....Tennessee
Dennison, Mrs. A. I.....Tennessee
Donegan, Mary Carrolle.....Tennessee
McKibbon, Maude Elizabeth..Tennessee
Meiers, Marguerite.....Tennessee

ORGAN CERTIFICATE PUPIL

Palmer, Cora.....Tennessee

ART CERTIFICATE PUPILS

Long, Seawillow.....Texas
Phillips, Myrtle Claire.....Tennessee
Ware, Gladys.....Tennessee

EXPRESSION CERTIFICATE PUPILS

Aikins, Madeline.....Missouri
Beal, Elizabeth.....Texas
Cameron, Helen Margaret.....Illinois
Cooper, Juanita.....Tennessee
Landis, Linda.....Tennessee
Mallory, Louise.....Arkansas
Martin, Helen.....Illinois
Ming, Martha.....Missouri
Mizell, Georgia.....Tennessee
Moore, Mabelle.....Alabama
Saint Martin, Cidette.....Louisiana
Sanders, Robley.....Tennessee
Sims, Sue.....Mississippi
Steele, Annie Marie.....Texas
Stevens, Reba.....Tennessee
Webb, Pearl.....Tennessee
Weber, Annie.....Tennessee
Weiler, Sylvia.....Missouri
Wright, Esther E.....Iowa
Young, Lenore.....Texas

HOME ECONOMICS CERTIFICATE PUPIL

Sherrill, Grace Elgin.....Alabama

DOMESTIC SCIENCE CERTIFICATE PUPILS

Mulliken, Frances Marie.....Indiana
Thomas, Cornelia.....Tennessee

DOMESTIC ART CERTIFICATE PUPIL

Fisher, Helen .....Tennessee